PERSONAL COLUMN

PETER NEWSAM

Wobbly legs

'It is not just a theoretical possibility that the process of abolition, outright or by attrition, will continue'

Lord Alexander used to say: "Education is a national service, locally administered." He said it with such great authority that it disguised the fact that it isn't. Education is administered, of course, but it is a national service locally *governed*. That is what all those elections and councillors are about.

In contrast, the Manpower Services Commission is locally *administered*. It has nominated area boards to keep the officials on their toes. But those officials are responsible to a commission and, ultimately, to ministers rather than to local people.

Given that much of education is still locally governed, two questions arise: how long will this continue and who cares if it doesn't?

On the first question, I invoke the Widdicombe Committee on the Conduct of Local Authority Business, which reported in June. The report is insistent on the need to declare "interests", so let me admit to the nearest chief executive that I was on that committee.

The committee's report identifies three legs on which the justification for local government, as opposed to local administration, rests. The first is *pluralism*. By this, Widdicombe means distributed decision-making. In its modern form, the report reminds us, local government began with Lord Salisbury's Conservative administration of 1886. In Salisbury's view, the enlargement of the franchise was a risky business. It could well lead to an over-centralized or, even worse, an over-democratic state. So the county councils were called into being to form alternative sources of decision-making.

In that sense, pluralism remains perhaps the most important justification for local government.

The second leg on which the case for local government stands is *participation*. By participation, Widdicombe means government *of* local people *by* local people who are themselves accountable, in ways to be defined, for their stewardship.

The third leg is *responsiveness*. To be justified, local government must consciously aim to meet the needs of the area it serves. This is more than a matter of being efficient. Responsiveness is a matter of reaching sensible decisions which satisfy, so far as possible, those who will be affected by them in the future as well as now.

The evidence to the Widdicombe Committee suggested that, though much of local government remains sound, there are disconcerting instances – in the education service as elsewhere – of wobbly legs.

How does such wobbling manifest itself?

A local authority may become so *plural* that it spends much of its own energy and other people's money in opposing the Government by, for example, pursuing its own foreign policy. It is tremendous fun, of course, to tweak Government's tail in this way, but hardly what local government is either competent or established to do.

Again, a local authority may become so *participative* that, in the general mêlée of meetings and groups and sub-groups, it may be unclear – even to some elected members of the council itself who do not enjoy the confidence of the majority party – where responsibility for decision-taking on behalf of the council lies.

Finally, an authority may become so *responsive* to opinion outside that it becomes incompetent to take any decision, such as closing a school which needs to be closed, which may give the slightest offence to anyone.

Wobbles of this kind cross party boundaries and now seem endemic in the conduct of certain education authorities. In these circumstances, how can local democracy be strengthened? The report's answer is to reinforce each of the three legs. So pluralism has to operate within a clearly understood and accepted statutory framework. Second, the nature and limits of participation should be clear. If the principle that decisions are ultimately to be taken by people elected to take them is lost, the way is open for local administration by officials, to be appointed by government, with a statutory duty to consult. In other words, if decisions are not to be made by elected people, there is little purpose in electing them to take them.

Third, local authorities must be genuinely able to be responsive. That means they require, and should be prepared to use, discretionary powers to do what needs to be done in their area and enhanced financial limits within which to exercise those powers.

Supposing none of these suggestions, or others like them, are adopted; what next?

At this point *un peu*, as Michelin interposes before allowing readers through to the restaurants, *d'histoire*. There is nothing inevitable about particular services being locally governed rather than locally administered. In 1945, local authorities were still heavily engaged in the "conquest of the material environment": water, gas, electricity and so on. Many of those services, including the hospital service, have since been removed; but others, notably social services, have been added. Given the movement of this kind takes place, the consequence of too much wobbling in local government is that its powers continue to be reduced.

The risk of this happening should local authority minds to concentrate appropriate responses. But the uncertainty about the status of local government in the minds of some of its leaders was exemplified by the one who complained of Widdicombe that "it accepts the Government's view that local authorities are creatures of statute". That local authorities are creatures of statute does not depend on any assertion by government. It is a fact. Anyone doubting it should consult the blue plaque that adorns the front of County Hall in London. The plaque records the date the GLC was created, by statute, and the date it was, by statute, it was abolished.

It is not just a theoretical possibility that the process of abolition, outright or by attrition, will continue. Before our eyes, education service has rapidly moved on financially well-oiled wheels towards making Lord Alexander's dictum come true: education a national service, locally administered rather than locally governed.

That brings me to the second question posed at the outset. Who still cares if education ceases to be locally governed? The only thing I could say with absolute certainty is that I am no longer at risk.

NEXT WEEK

Technical schools – past and future
With a new wave rumoured, Job Hudson throws light on a puzzling episode in educational history

Parent power?
What happened to the idea that parent governors would keep schools up to the mark?

Academic excellence
Katya Watter on some new school histories

BBC Domesday Project
An invaluable tool for education or an expensive and monolithic databa

NOTICEBOARD

PEOPLE...

Mrs Judith Chaney is the new Council for National Academic Awards registrar for art and design in succession to Mr Hywel James, who has joined Her Majesty's Inspectorate. She was formerly assistant registrar in the CNAA's built environment section.

Dr Harry Law, president of Portsmouth Polytechnic, and **Professor John Thomas**, head of the department of physical chemistry at Cambridge University, have been appointed to the Science and Engineering Research Council. **Professor Richard Norman** has been re-appointed to the council. All appointments run for four years.

CONFERENCES...

October 11
Graduate courses in music and the Post-Graduate Certificate of Education – Association for the Advancement of Teacher Education in Music conference at Avery Hill College, London SE9 with Percy Welton and Dr Desmon Sergeant. Fee £11. Details from Roger Turner, AATEM, Roehampton Institute of Higher Education, Southlands College, 65 Wimbledon Parkside, London SW19 5NN.

October 14
The window of opportunity – Industrial Society conference to examine the Audit Commission report on better management in education. Fee £55. Speakers include John Banham, Sir David Hancock and David Hart. Details from Amanda Russell, The Industrial Society, 48 Bryanston Square, London W1.

November 1
Ethnomusicology and music education – a one-day symposium at the University of Reading music education centre, organized by the International Council for Traditional Music, to explore matters of common interest to ethnomusicologists and music teachers. Fee £5 (students £2.50). Details from Gordon Cox, Music Education Centre, University of Reading, London Road, Reading RG1 5AQ.

November 2
National Society for Education in Art and Design conference on *Art in context* at the Assembly Rooms, Bath. The conference is concerned with critical studies in art, craft and design education and with links between schools and colleges and museums and galleries. Fee £30. Details from NSEAD, 7A High Street, Corsham, Wiltshire, SN13 0ES.

COURSES...

from October 14
An introduction to Caribbean studies – a two-session course on Tuesday evenings at the Polytechnic of North London's Kentish Town site on the literature, history, political economy and popular culture of the region. Fee £25. Speakers include John Griffiths, John Wareing, Dr John Thieme and Colin Prescod. Details from John Griffiths, Department of History, Philosophy and European Studies, Polytechnic of North London, Prince of Wales Road, London NW5 3LB.

Music
Dartington Music Foundation for the Handicapped is running two training courses for 50 special-needs teachers to increase their understanding of the place of music in special education. Details from David Ward, Dartington Music Foundation, Totnes, Devon TQ9 6EJ.

EVENTS...

GCSE drama
The British Theatre Association is organizing four weekend courses at Regent's College, London NW1 for teachers preparing for the GCSE drama syllabus: *Acting and improvisation* on October 11–12; *Text in performance* on October 25–26; *Voice and movement* on November 9–10; and *Assessment in GCSE drama* on November 15–16. Fees £35 per weekend. Details from Victoria Thompson, BTA, Regent's College, Inner Circle, Regent's Park, London NW1 4NS.

October 13–17
Science for industry exhibition at Imperial College of Science and Technology, London, on current scientific research projects and their links with British industry. Stands include biomedical engineering, biotechnology, marine, information, and materials technologies, pharmaceuticals and applied earth science. Details from The Conference Office, Room 170, Sherfield Building, Imperial College, London SW7 2AZ.

October 15
Associated Examining Board award of medals for outstanding A level students at the Sedgewick Centre, London E1 at 6.30pm. Clive Thornton will speak on co-operation between education and industry. Reception and buffet supper. Limited tickets available from Mr George Turnbull, AEB, Stag Hill House, Guildford, Surrey.

October 18 and 25
Society for Italic Handwriting workshops in Cambridge on October 18 at St Mary's Convent, Bateman and in London on October 25 at the YWCA, Great Russell Street. Fee £10 members (non-members £12), children and pensioners £5. Details from The Secretary, SIH, Flat 4, 75 Torrington Park, London N12 9PN.

Goethe Institute
The programme of events for September and October including details of teacher liaison work and language courses is available from the institute at 50 Princes Gate, London SW7 2PH. The library and teachers' centre are closed until January 3.

PUBLICATIONS...

Primary media education
The 1986 report of the Clwyd Primary Media Education Project by Linda McIver is available from the Clwyd Media Studies unit, Centre for Educational Technology, Civil Centre, Mold, Clwyd CH7 1YA. Price £2 including postage.

Schools and the media
A Centre for the Study of Comprehensive Schools in Goodshaw Lab developing a communications policy and liaising with the media is available free from the CSCS, Wentworth College, University of York, Heslington, York YO1 5DD on receipt of a large stamped addressed envelope.

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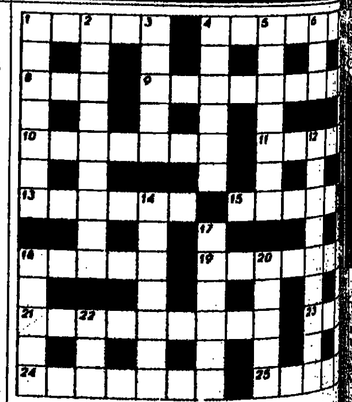

Across

1 A fight in the neighbourhood (5)
4 The case resulted in property passing to the State (7)
8 One may take a rest with this shooting stick (5)
9 It's a rapid rate (9)
10 Tide of the Prague game (7)
11 Left out abroad (5)
12 Possibly goes to the help of a counsellor (6)
15 Shook for king in battle (6)
16 Class for actress, say (5)
19 It can be arranged for ministers (7)
21 A state-fund (5)
23 Break it and people talk (5)
24 A plant holder? (7)
25 Leader's call? (5)

Down

1 A sacred structure of covered passages (7)
2 First light? (3, 6)
3 It's the herbaceous we hear (5)
4 Black woman hides her head going out (6)
5 Said for someone who takes money (7)
6 A priest that is around about fifty? (3)
7 One needs to keep up the animal for a

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Are parent governor elections a fiasco? PARENT POWER Reports on pages 24 and 25

Black activists braced for exodus as Brent maintains tough stance

Heads set to quit over race discipline row

by Barry Hugill and James Meikle

Black activists in the London borough of Brent are bracing themselves for an exodus of head teachers as the authority stands by its tough anti-racist line.

They say the possible disciplining of Miss Maureen McGoldrick, the head of Sudbury infants school, for an allegedly racist remark would be a "pity" – but a small price to pay for winning the support of a growing black electorate.

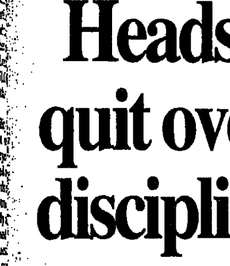
The opinions, voiced by black activists from Brent, attending the Labour Party conference in Blackpool this week, are likely to increase tensions within the educationally-troubled authority.

A second headteacher, Mr Tony Mooney, from John Kelly boys' school, is now facing an investigation over the way he handled a "racial" incident at his school.

Several months after the incident, a technician was dismissed by the authority for writing "Wogland" on an Asian pupil's map of India. The technician has lost a case for unfair dismissal.

Disciplinary investigations concerning Miss McGoldrick have been halted because the National Union of Teachers has gained an injunction until a High Court case is heard on the issue.

The case is expected to start on October 17. The NUT says Miss McGoldrick, who denies making a racist remark but remains suspended, should be reinstated following the unanimous vote of school governors in her support.



Maureen McGoldrick — John Poole

Black activists were adamant this week that the decision to suspend Miss McGoldrick was justified.

The priority of the ruling Labour group was to win the confidence of Brent's black parents, they said. To do this, they had to be seen to be taking a tough line on racism.

It is known that Miss McGoldrick had been under pressure to have a "racially balanced" staff. This is in marked contrast to many Labour councillors who are determined to increase the number of black teachers, arguing that, if most of the pupils are black, the majority of their teachers should be black also.

The activists claim that council leaders are resigned to the possibility of heads quitting, although union leaders knew nothing of a planned exodus.

One activist said: "That means we could have more black heads." He added that the success of Brent's hard line could be seen in the large number of black teachers applying for posts with the authority.

Mr John Poole, the secretary of the NUT in Brent, said such views would be laughable if someone's career were not at stake. An "extreme sectional gang" seemed ready to see Miss McGoldrick be a "sacrifical lamb."

It would be catastrophic for pupils, parents and teachers if people making such statements ever had influence or power within the education service, he said.

Brent says more than 600 people have asked for application forms or information packs about 90 posts being established as part of a development programme for race equality, which has won Section 11 money from the Government.

Miss McGoldrick's suspension happened at the end of last term. Staff at her school went on strike last month but called off the stoppage when the injunction was granted. They have constantly repeated they would not defend racist attitudes and parents' representatives have spoken up in support of Miss McGoldrick.

● Mr Gordon Mott, one of Brent's third-tier education officers, responsible for schools, is leaving the authority. The borough has still to fill the posts of director of education, which has been vacant since Mr Adrian Parsons left in the summer, and that of deputy director, which falls empty when Mrs Dinah Tuck leaves to take the top post in Walsall later this month.

Mr Mott, who is leaving to join the Inner London Education Authority, has declared his support for Brent's policies.

Adrienne Prince

We're getting back there: two Essex schoolboys dressed up to meet "Edward VII", who made a Royal visit to the Colne Valley Railway at Castle Hedingham this week in a Victorian fantasy project.

17 employers seek grants for appraisal

by James Meikle

Seventeen local authorities have applied for a Government grant to run pilot projects on teacher appraisal.

The number is far more than the six to eight experiments considered necessary by both employers and unions, who have been discussing the establishment of a national system of appraisal as part of the pay and conditions talks. The Department of Education and Science has now to consider how to allocate £700,000 in education support grants set aside for pilots from January.

The authorities that have applied for grants are: Berkshire; Cumbria; Hereford and Worcester; Northamptonshire; Nottinghamshire; Somerset; Suffolk; Surrey; Clwyd; Dyfed; Croydon; the Inner London Education Authority; Newcastle upon Tyne; South Tyneside; Rotherham; Salford; and Enfield.

Appraisal conference – page 14

Quest for Welsh as she was spoke

By Iola Smith

Years ago, Ysiradgynlais in the upper Swansea valley was a Welsh-speaking heartland. Even now, 60 per cent of middle-aged and older people are fluent in the language. But among the young – and primary-age schoolchildren in particular – the number of native speakers is dwindling rapidly. Between 1974 and 1984 fluency among such pupils has halved, from 28 per cent to 14 per cent.

According to Mr Gwynfor Evans, Powys education authority's Welsh language adviser, the chief cause is the change in the community's social make-up.

"Industrial decline has resulted in numerous Welsh-speaking young families moving from the area in search of work, while the newcomers moving in are English speakers," he said.

Reviving the language in the schools is seen as the best means of ensuring its survival in the area and so Powys is now seeking to make Welsh a central component of both the official and hidden curricula in 10 primary schools.

To achieve this, one Welsh-speaking teacher from each school has been attending an in-service training course one day a week for the past 20 weeks.

In addition to brushing up the methodology of teaching Welsh as a second language, these teachers have been developing curricular materials and considering ways of introducing other topics – such as science and drama – through the medium of Welsh.

The hope is that the initiative will succeed in encouraging the children to speak Welsh in the playground as well as in class.

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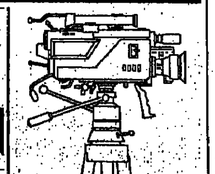

Video & broadcasting EXTRA 43–54

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Appraisal won't come cheap

The first major speech by an in-coming minister of state is always an occasion worth watching. Mrs Rumbold's visit to the National Association of Inspectors and Educational Advisers last week was the first chance for her to show her mettle and meet head on the misgivings of those who regretted the departure of her predecessor, Mr Chris Patten.

Mrs Rumbold came armed with her own speech (page 14) not a departmental draft. This was a strong point in her favour. So, too, was her background knowledge and understanding. Many holders of her office, however enthusiastically they throw themselves into their duties, never accumulate the essential awareness of how the system works which can only be acquired the hard way by someone who in her own words "served on an education committee for nine years . . . was chairman of a local education authority, and of the Association of Metropolitan Authorities' Education Committee and of the CLEA" and who has "spent many an hour sitting in Burnham committees".

The brief newspaper reports which have appeared elsewhere failed to convey the positive and encouraging tenor of her words. She was refreshingly optimistic about the Coventry accord, while properly stressing the truth that the agreement was only a beginning – "clear on pay and a little bit short in the firm details of what a teacher should do for that pay".

The coming weeks will test her optimism, and the wisdom and sense of responsibility of the negotiators. It would be tragic if things fell apart now. There are plenty of indications that this could happen unless rapid progress is made which creates the momentum necessary to carry it through to success.

Much of Mrs Rumbold's speech was devoted to appraisal. Proposals for the batch of pilot schemes for which provision was made in the Coventry document were due to reach the local authority associations by September 19 and the DES will soon decide which are to go ahead. Mrs Rumbold had no illusions at all about the complexity of the tasks which would have to be performed if a sound appraisal scheme were to go forward. She quoted several times from Duncan Graham's Suffolk study, stressing the demands which would be made on the time of senior staff and the costs implicit in any attempt to do the appraisal job properly. In particular she underlined the need for time-consuming classroom observation and the need to avoid relying on assessment by a single person in reaching an appraisal.

Appraisal can be a tool in all-round staff development which could benefit the education service – the pupils and the teachers alike. It might introduce a bit more rationality into promotion procedures, but only if there is a frank acceptance that "staff development" – in the service of which appraisal is accepted – extends to career planning and appointments.

It is one thing to point out that appraisal is unlikely to provide the kind of evidence which local authorities could use to dismiss an incompetent teacher. It is quite another to pretend that assessments made in the course of an appraisal process should be concealed from those responsible for selecting candidates for a senior post.

But, clearly, there is a long way to go before what Sir Keith Joseph in an exemplary phrase called a "sensitively worked out scheme, carefully introduced and embodying adequate safeguards for the individual", is in place on a regular basis throughout the system. The pilot projects will show how difficult it will be to meet the prescription Sir Keith has laid down – difficult, but not impossible – when it comes to the nuts and bolts. And, as Mrs Rumbold noted, the pilot schemes "should give us a clearer idea of how much it will cost. And it *will* cost something: I learned years ago that everything costs something. You can take it from me that the Government will be under no illusions about the time and manpower elements of appraisal, nor about the price that is attached to the package". Bravely said: perhaps such bravery is something a minister can only show at the outset of her period of office. Will this and future governments live up to this promise? It requires a lot of faith to believe that they will.

COMMENT

Parents on the board

Reports on pages 24 and 25 illustrate the double irony of the position in which many parent governors find themselves. Though they are usually the first to hear of parents' grievances, the new brand of governor Sir Keith Joseph hoped would provide a cutting edge to consumer power often proves to be the least well equipped to cut through governing bodies' complacencies.

Those parent governors who arrive at their first meeting with little knowledge of formal committee procedure, and less of the way the education service is run, seem to make little impression on the organized ranks of political appointees, the stonewalling of headteachers and the detached conservatism of local worthies who seem simply intent on giving the headteacher an easy life.

The second great irony is that the election of parent governors – regarded by many headteachers as potential thorns in the side – is entrusted to none other than those same headteachers. Both the 1980 Act, and the Bill now before Parliament, which puts the numbers of parent governors on an equal footing with local authority appointees, leave many of the details of those elections to local authorities who in turn delegate them to heads.

There is no requirement for the call for nominations to be preceded by any sort of information for parents who may only be dimly aware of the existence of governors, let alone their precise functions. So is it any wonder that few volunteers are forthcoming, even for the small number of posts for parents on existing governing bodies?

Elections are often dispensed with simply because there is no contest, leaving headteachers open to accusations that they are able to fix the nominations. Given the impression they may have gained that the previous Secretary of State for Education was intent on setting up governing bodies as a latter-day Inquisition, it would be hardly surprising if heads failed to throw themselves wholeheartedly into consciousness-raising among parents.

It is easy to say heads should organize hustings, but to do so is to put their jobs on the line if their own performance is, implicitly or explicitly, among the issues likely to be debated by the candidates. So even when elections do take place, parents rarely have any opportunity to learn who the competing candidates are and what they stand for, making a mockery of the idea that parent governors are representative.

There is a marked reluctance on the part of the Government, and of some local authorities, to lay down precise electoral arrangements. This reticence may stem in part from the realization that different areas may require different procedures. But it may also be an elementary refusal to face the proper costs of democracy.

With a few honourable exceptions, the preparation and training of governors by most local authorities ranges from inadequate to non-existent. But if parent governors are supposed to provide a fresh, lay consumer's insight to offset the collusion that sometimes exists between professional teachers and the local politicians, is an induction provided by the local authority the answer?

If there is ever to be any hope that parents will provide an independent, thoughtful and progressive voice in governing bodies, they need to find support from among themselves and from more disinterested sources. The hopeful signs that this could happen are there in the associations of parent governors that have sprung up spontaneously in some areas and in the far-sighted initiative of the National Association of Governors and Managers which is pioneering induction training for parent governors.

Domesday machine

The Domesday Project was launched on a wave of enthusiasm at the end of 1984. The intentions were good: to create a 20th-century version on 20th-century technology of Domesday to coincide with its 900th anniversary; but also to advance that technology and involve schoolchildren at a local level.

And certainly the technology was there: interactive video with incapacity to hold vast amounts of information in many forms which can be easily accessed is a brilliant vehicle for a modern Domesday.

However, from the beginning there were sceptics: the timing was extremely tight (and seems unlikely to be met); the choice of system was criticized, as was the BBC's assumption that their system would set a standard when slow but serious research was going on elsewhere, notably under the auspices of the National Interactive Video Centre. And it was said that the cost would be too high.

However, doubts were quelled; 12,500 of the 14,000 schools who volunteered to collect information have delivered it, and a new system is going to be launched which is allegedly a technical breakthrough.

As the deadline draws near, there are signs that this episode in the BBC's love affair with high technology is not going to be an altogether happy one. The cost of the system looks likely to be at least twice what was originally hoped and there is so far no sign that the Department of Trade and Industry will increase its software subsidy of £215,

But even if the schools could afford the money, there is some doubt about whether they would be wise to. Jacquetta Megarry argues on page 34 that "advanced interactive video" is not really TV at all. "It is a brilliantly searchable, profusely illustrated, but largely silent database." Other systems may fulfil better the needs of the

The German experience

"The most important fact to bear in mind about the Federal Republic's system of assessment generally and about the *Abitur* in particular is that for the Federal Republic it works." Not a particularly bold verdict but then, the HMIs' report on aspects of the curriculum in West Germany (page 18), is at pains to stress the obvious limitations of their study. They only spent 60 HMI-days on the field-work (a decent sized secondary school inspection occupies 100 HMI-days). They are sceptical about the transferability of custom and practice from one system to another, but they couldn't help noticing that things seem to go pretty smoothly.

Somewhat wistfully they noted the strong consensus which underpins the German methods of curriculum-definition and development and the assumptions built into professional training and practice which give coherence and dependability to the relatively crude six-point-scale used for the *Abitur* and other examinations. They cannot help comparing the German system of internal examinations favourably with the elaborate arrangements for examinations to which the English have been accustomed. Under the German arrangements "the curriculum is in the lead". What the English now try to do by an elaborate examinations bureaucracy, the Germans achieve by developing curriculum guidelines and making assessment an important element in teacher training.

There were other, more primitive attractions, too. "Assessment carried out predominantly by the pupils' teachers, even with varying measures of external contact, is clearly cheaper than our own examinations industry. But it is only low-cost when seen in isolation, for it exists within an otherwise *high-cost* system of *expensively trained* and *well-paid* teachers working in *high quality* and *well-maintained* buildings, and teaching carefully developed curricula in which *much time, money* and *corporate effort* have been invested" (*our* italics). Plenty of food for thought there – especially at a time when the cost of examining is about to go through the roof.

Seamless robe of training

In spite of appearances to the contrary, has developed between the hungry Manpower Services Commission and the Department of Education and Science over the Technical and Vocational Education Initiative.

According to the MSC's Geoffrey Holland, the latter's initiatives should be regarded as part of the whole. He sees them all as part of a vast tapestry his organization is weaving in which each segment will contribute to the pattern of a technically skilled work-force almost from the cradle to the grave. It is a grand design in which everything has to fit into a framework, the unwieldy and often chaotic education service which exists at present more venerable than the Ark to the johnny-come-lately, more business-like Commission and has its own ideas about the objectives and methods of education.

And there's the rub. The DES, complains Mr Holland, does not take the MSC or its initiatives seriously enough. The links that should exist between the Youth Training Scheme and TVEI – both of which cater for the 16-plus age group – are not being forged. The Commission wants to see the two schemes brought closer together, the DES is distinctly sceptical and does not even appear to understand what they are about. Mr Holland is annoyed.

This is a very strange position for Mr Holland to adopt, not of course in general terms. Mr Holland's grandiose vision of the future, but now in particular terms. The DES policy on the whole field of vocational education and training was laid down in a White Paper as the summer in the White Paper *Working Together* presented jointly by the Departments of Employment and Education. In this there are two distinct chapters on TVEI. A careful reading of which gives a clear indication of any linkages that are to be forged between the two elements. One is treated as an experimental operation within the area of the LEA, the other as an initiative entirely within their control. Both TVEI and the YTS were being developed as part of a seamless robe of training. *Working Together* was designed to explain the linkages.

Indeed, the separate development are *indirectly* part of the role envisaged for the Government's Pre-vocational Education and Training initiative. A vocational year . . . which will become an important route to TVEI is not on a par with CPVE, a four-year 14 to 18 course leading to a level altogether. It is difficult to see how part of a continuous system which is itself supposed to be closely linked to the rest of the curriculum can have anything but the most tenuous relationship with the TVEI which serves 16-year-old unemployed school leavers in the main, and whose vocational components have a distinctly limited crowning glory.

But Mr Holland, clearly keen to join the battle on the issue between the DES and the MSC that appears to have preceded the publication of *Working Together*, does not give up easily.

After all, Mr Holland has fought many battles with the DES before. Why shouldn't he win this one?

Max Morris is chairman of the Regional Examining Board and former president of the National Association of Teachers.

NEWS

Aerial view: King Edward VI College in Totnes, Devon, has installed a six-foot satellite dish installed on its library roof. The school is the first of seven to be linked by satellite as part of a project co-ordinated by the Science and Technology Regional Organization, based at Plymouth Polytechnic. The school can now tune into 13 channels from Europe and America. Once the second stage of the project is underway, the school will be able to produce live transmissions that can be received by other schools both in the UK and abroad. Pictured are Mr Roger Giles, a technician from the poly, and sixth-formers Will Dean and Mandy Hayter.

Photograph: Torbay News Agency

Cambridge facing major cash crisis

by Jeremy Sutcliffe

Cambridge University is threatened with the closure of whole departments and serious weakening of its academic status, according to the vice-chancellor, Lord Adrian, Master of Pembroke College.

He warned that the university's financial outlook was possibly even worse than the extremely difficult position it had been up against for years.

It was facing a 4 per cent real-term cut in funding during 1986-87, and the prospect of a 10 per cent reduction by the end of the decade.

Although Lord Adrian did not spell out the amount of savings that would have to be made, it is understood to be of the order of £10 million by 1990.

In his annual report to the university, he warned that economies in previous years have left little scope for savings.

"We may well have to close down complete areas of work and all of us will be faced with very hard choices in the months ahead," he said.

The search for cuts might even fall on large departments or faculties which the Government wished to be supported.

He warned that persistent financial problems could "seriously weaken the academic standing of the university, both in teaching and research."

Salary levels had also generally fallen below the rates paid to other professions, causing serious concern about recruitment, he said.

The university's general board, the supervisory body, has asked faculties to assess what savings they could make to meet the planned cuts in funding.

Lord Adrian said economies would have to be looked for in large departments and faculties with relatively high staff-student ratios. The university would also have to take into account the Government's desire for a continuing shift towards science, technology and engineering, he said.

So it seems likely that the university will try to protect small departments and let the larger ones bear the brunt of any reductions. Given the political wish to expand science and technology, the squeeze would most likely be made in the humanities and social sciences.

Lord Adrian was "angry" at the financial position the university had been placed in.

His ire was not only directed at the shortage of Government money, but also at "the ceaselessly shifting rules of the game" university administrators had to play, and at the erosion of their ability to control their own affairs.

"We are told that we must manage our affairs more efficiently, but most of the effective levers of management are not in our hands," he said.

Last week, Mr Kenneth Baker, the Education Secretary, pledged at a vice-chancellors' conference in Edinburgh to expand student numbers in the universities, but has so far given no firm commitment to reverse the Government's current policy of reducing university expenditure by 2 per cent for the next two years.

An announcement is expected in the Chancellor's autumn statement on public expenditure next month.

James Meikle on a cherished ideal which is making some headway after nearly two decades of discussions – the establishment of a General Teaching Council for England and Wales

Framework agreed for self-regulation scheme

Representatives of 17 teacher organizations and other interested bodies have agreed a broad framework for setting up a General Teaching Council (GTC) for England and Wales.

Their proposals cover entry to the profession, standards of training, advice to the Government on supply of teachers, the granting of licences to teach, discipline and professional conduct, research, and promotion and public relations.

The General Teaching Council proposed would be a statutory independent body and would assume powers and functions held at present by the Department of Education and Science, including recognition, approval of probation and withdrawal of qualified status.

It would also take over the jobs of DES-supported advisory bodies such as the appointed Council for the Accreditation of Teacher Education.

The launch of a consultative paper on a GTC represents a significant step forward, after assurances that its functions would not clash with union responsibilities on pay and conditions or interfere in local bargaining and disciplinary procedures agreed with the local authority employers.

There has been long debate about a GTC's involvement in further education, higher education, youth and community work and areas of development in vocational training across the 16 to 19 age range.

Education officers, advisers, Her Majesty's Inspectorate and other professionals in the education service are also likely to be drawn into discussions.

Details of how the governing body should be constituted have been set on one side, but the organizations involved agree that its governing body should have a clear majority of registered teachers, that no one organized body should represent a majority, and that teacher-training institutions, central and local government, parents, governors and employers should also be represented.

The latest proposals stem from months of talks in a working group set up by the Universities Council for the Education of Teachers.

The long-term aim is to set up a body for the whole education service, although the first stage of registration and licensing in public and independent sectors is likely to concentrate on those who teach in schools and those who train the teachers. Executives of the participant organizations are being asked to confirm support for the proposals by early next year although the GTC package will probably also go to conferences of the memberships next year as the campaign to gain the support of the profession and the public is stepped up.

Formal approaches are unlikely to be made to the Government until there is widespread unity on the issue. The DES seems happy to wait and see what is involved in the final package.

The Government would be asked to provide a grant to set up a GTC, which would have its own secretariat, but other costs would be borne from charging registration fees. Extra grants could be sought to finance research.

The General Teaching Council for Scotland, set up in 1966, costs about £250,000 a year to run, and is financed through a £40,000 Government grant and £3-a-year registration fees which are expected to rise soon.

But its functions are not as wide as those proposed for a GTC in England and Wales, particularly in research, international work and public relations.

It also only governs the work of 80,000 teachers. The proposals being discussed south of the Border affect nearly 500,000 people.

The concept of a self-governing teaching profession has been long cherished. Recommendations about the constitution and functions of a GTC were made in the 1970 Weaver Report but stopped short of entrusting full responsibility of advising on teacher training and supply to such a council.

A number of subsequent attempts to get discussions off the ground faltered, partly as a result of rivalries between organizations. The chances of lasting consensus now seem better, as those taking part seek to lift both the confidence of those they represent and improve the image of the education service in the eyes of the public.

One of the people involved in the talks so far said: "There are a lot of hurdles still to overcome but we are at the starting gate."

The main functions

- To advise Secretary of State on numbers needed for entry to initial teacher training;
- To determine minimum qualifications for entry to initial training, nature and length of training, and to establish general criteria for quality and coverage;
- To be solely responsible for conferring a licence to teach by registration with the council;
- To maintain professional standards of conduct for registered teachers, with sole responsibility for withdrawing licensed teacher status, subject only to appeal to the High Court;
- To advise on retraining and re-entry to the profession of those drawn back to teaching from other careers or breaks in careers;
- To promote research and inquiry;
- To disseminate information and advice to members of the profession, to the general public, to the media and abroad.

● The organizations involved in the talks are the: Assistant Masters and Mistresses Association, Association of Principals of Colleges, Association of University Teachers, College of Preceptors, Committee of Directors of Polytechnics, Girls' School Association, Headmasters' Conference, National Association of Head Teachers, National Association of Schoolmasters/Union of Women Teachers, National Association of Teachers in Further and Higher Education, National Union of Teachers, Polytechnics Council for the Education of Teachers, Professional Association of Teachers, Secondary Heads Association, Standing Conference on the Education and Training of Teachers in the Public Sector, Standing Conference of Principals, and Heads of Institutes of Higher Education, Universities Council for the Education of Teachers.

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With a new Government initiative rumoured, John Hudson recalls a puzzling episode in post-1944 history

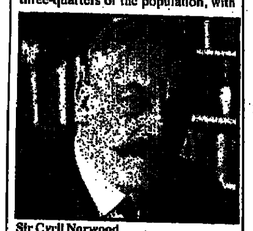
Whatever happened to technical schools?

Secondary technical schools – weakly transplants competing with more vigorous growths

It is reported that the Government is considering setting up, under its own control, a certain number of secondary schools to offer a specifically technical education. Certainly ministers have given many indications of their commitment to improving the technical and vocational preparation available in schools, and public opinion seems to support them. Some whose educational memories go back to the immediate post-war years may wonder whatever happened to the secondary technical schools, which were then expected to become an important component of the maintained educational system.

The critical period is the 20 years from 1945 to 1965. Thereafter the policy of abolishing selection in secondary education was as incompatible with the retention of the selective technical school as of the grammar school; but the table below suggests that by 1965 the battle was already lost.

Yet the guidance which issued in generous measure from the Ministry of Education about the implementation of the 1944 Education Act envisaged that the general pattern of organization to be adopted by most local education authorities would consist of secondary modern schools for about three-quarters of the population, with selective grammar and technical schools, in roughly equal proportions, for the remainder.



Sir Cyril Norwood

Whether or not the underlying educational thinking (which owed a good deal to the Norwood Report) was sound, many l.e.a.s did prepare development plans on these lines. I cannot recollect any policy decision before 1965 to curtail the development of technical schools. But they disappear from the educational scene as completely and as mysteriously as the dinosaurs from the fossil record. Why?

In the first place, whatever their justification in educational theory, they started in practice from a position of weakness. Before 1944, senior elementary schools offered at best a modest introduction to manual craft skills. A few selective central schools had more ambitious technical or commercial programmes, but in the main the technical tradition was enshrined in the junior technical schools (JTS), closely linked with the technical colleges of which they were, in a sense, the offshoots.

The JTSs were not well-equipped to be the growing points of a dynamic technical sector in secondary education. Since they recruited at the age of 13, they lacked experience of the development of a full secondary course, they had no sixth forms, did not prepare pupils for the prized secondary school examinations; neither the schools themselves nor their teachers enjoyed the public esteem of the grammar schools.

A commitment to technical education was not wanting, either in the Ministry itself, or in the educational world outside, but it was directed mainly towards the technical colleges, and particularly to the development of full-time and sandwich courses at higher level.

This important and successful initiative absorbed the energies, during the critical years, of most of those in the ministry, and to a great extent in the educational world outside, who had the greatest experience of, and interest in, technical education.

In contrast, the JTSs, detached from their parent colleges, and therefore from the support of their most influential patrons, by the rigid distinction which the 1944 Act made between secondary and further education, found themselves strangers in the secondary world dominated by the prestige and influence of the grammar schools.

Furthermore, virtually all the higher echelons of educational administration, both centrally and locally, had been recruited almost inescapably from the products of the grammar school/university tradition, and while many were convinced of the need to develop a genuine secondary education of a non-academic kind, particularly for the less able, a clear vision of the distinctive ethos of a technical school for the able was lacking.

Two incidents stick in my mind; the first, when the responsible staff inspector, asked in the course of an internal meeting about his concept of the secondary technical school, replied that it was a grammar school without Latin; and on another occasion a senior inspector said that the technical school should use its vocational orientation to stimulate the motivation of its pupils, and then provide them with a good general education. These were not cynical views, and I do not mean to disparage those who held them.

Even the parameters of the school building programme conspired to load the dice against the secondary technical school. The existing grammar schools had premises of varying suitability; almost all JTS buildings were deplorably limited. But in the early post-war years, secondary school building was authorized only for "roofs over heads" and consisted overwhelmingly of secondary modern schools; very few buildings were allowed for selective schools.

To sum up, the early secondary technical schools were weakly transplants competing with more vigorous, established growths. They would have flourished only if there had been a prompt, vigorous and clear-headed policy to encourage them. In the event they languished, and after 1965 went out with scarcely a whimper. (Can anyone recall a crusade to rescue technical schools of proven merit?)

What was more serious was that, unlike the more successful secondary modern schools, they did not leave a legacy of much value to their comprehensive successors.

In a wider sense, perhaps they were casualties of a dichotomy which has long roots in English educational history. Many thoughtful people were exercised about efficiencies in technical education in the 19th century. In 1837 the government provided funding for a school of design developed into the Department of Science and Art at South Kensington which continued throughout the century, but as a separate organization from the main education system.

In 1899 the Board of Education brought both departments together under the board, but there was a kind of apartheid cast a long shadow over the teachers in technical, art and art colleges differed from those in primary and secondary schools in training, experience, and conditions of service, so were HMIs divided between "P/C/A" and "P/S".

To some extent, they still do. At the current educational languages, at the time of my retirement, despite the efforts of successive chief inspectors, movement between the two groups was limited. In my time, the appointment of Cyril Norwood and subsequently, Harry Pitt-Watson had appeared to condone departure from tradition.

The separateness of the two traditions may have been both a source of strength in the development of university higher education, and an obstacle to the penetration of technological and vocational concepts in secondary education.

This is necessarily a personal view, based on recollections of the Board of Education during the pre-war question. A view from a different standpoint – that of an LEA technical school, for example – might throw a different light on some of the issues, and cast a rather puzzling sight a rather puzzling aspect of educational history.

John Hudson was a Deputy Secretary in the Department of Education and Science from 1969 to 1988.

Secondary Schools and Pupils in England and Wales (from *Statistics of Education*, Vol 1, 1976)

	1955	1965	1975
All maintained secondary schools	5,144	5,863	4,562
Pupils	1,914,814	2,819,504	3,619,302
Maintained technical schools	302	172	29
% of total	5.9	2.9	0.8
Pupils	87,366	84,587	18,049
% of total	4.6	3.0	0.5

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Trial elected

The 37-year-old headmaster of an independent grammar school elected trial by jury at Barnet magistrates court on Monday where he was accused of assaulting a 13-year-old boy pupil during a caning incident.

Mr John Pearman, head of the £1,300 a year Friern Barnet grammar school, allegedly assaulted the boy, causing him actual bodily harm at the school on July 17. He was committed for trial on unconditional bail to Ward Green Crown Court.

Aid for elderly

Age Concern is urging education and leisure services to provide more information to elderly people with the help of two leaflets published this week.

In the picture with Age Concern and *A guide to information services for retired people*, are available free from the Public Relations Department, Age Concern, 60 Pitcairn Road, Mitcham, Surrey, CR4 3LL.

Guide to 'commuter belt' schools is published

A new guide to schools in "London's Commuterland" is published this week. It lists all schools in the outer London boroughs and the Home Counties – but leaves out the Inner London Education Authority.

The author, John Howson, has listed O and A level examination results, and given details about the exam boards used; the percentage of the intake passing English and mathematics O-level or CSE grade 1; and the size of A level teaching groups. Other facts given are size of intake, staying on rate, numbers going on to higher education and the type of computers used in the school.

By no means all schools sent all the information requested, and the guide warns parents about the limited value of trying to compare exam results in different schools.

The guide gives details of how the curriculum is organized, where there is mixed ability teaching, and information about uniform and extra-curricular activities.

Mr Howson has taught in a Haringey school and in teacher training. The idea came to him when he was himself commuting to Durham, and talking to people on trains. Several were moving to London and wondering where they should live.

Schools were a big factor in their decision – but they were finding it impossible to get the sort of information they wanted.

The Parents' Guide to Secondary Schools in London's Commuterland by John Howson: Macmillan, £6.95.

Change of direction: Mr Hall, new director of education and chief education officer of north London borough of Barnet, succeeds Mr Jack Dunlop, who retired last month. Mr Gill, also of Sheffield and an Emmanuel, Cambridge, began teaching and worked in teacher training in Sussex before entering education administration.

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Shadow play

Despite continuous rumours of Giles Radice's imminent demise, it seems that Labour's rather ineffectual shadow education spokesman's future is secure. Speculation at one time reached the "not when will he go?" but "who will replace him?" stage.

Names such as Jack Straw and Jack Cunningham were bandied about. But Straw first has to catch his shadow seat and Cunningham seems devoted to the (albeit nuclear) environment.

Attention then switched to the chubby figure of Frank Dobson, the health spokesman and a former member of the shadow education team. Whispers grew more voluble when Chris Price, one-time MP, now director of Leeds Polytechnic, was spotted dining with Dobson and Straw on Monday.

But insiders now say Radice is assured of his place as long as he gets enough votes in this month's elections for the shadow cabinet, and on past record he will.

However, a change is in the wind. Andrew Bennett, higher education spokesman, is expected to be replaced by Derek Fatchett, MP for Leeds Central.

Manx tale

It's an ill wind . . . As soon as the news got out that the next Labour government would nationalize public schools the Isle of Man – visible on a clear day from Blackpool – invited the schools to set up shop over there. After all, public schools and Manx land have something in common: neither of them has abolished corporal punishment. And just think about how up-market its tourist trade would become. A far cry from the TT racing crowd.

Poly planners

It is always wise to decide strategy before meeting any Education Secretary, let alone Kenneth Baker, with his reputation as a sharp operator. So thought the caucus of left-wing polytechnic directors before they met him at 9.18am today. But where to plot and plan? Hot foot from the Labour Party conference, the buffet at Waterloo station would surely be convenient and ideologically sound. But no, they decided on the Waldorf.

Creeping motion

Students of the cock-up rather than the conspiracy theory of history would relish the tale behind the infamous composite motion which caused all the trouble in Monday's education debate. It transpired that the controversial clause calling for the nationalisation of public schools wasn't there at all in any of the original motions. Somehow it crept in during the lengthy compositing process. One of the culprits confessed later that she wished they hadn't included it after all.

Balliol boy

During the largely lack-lustre education debate, one Matthew Leigh, a school-leaver from Beaconsfield, argued for less restrictive entry qualifications to university. He's off to Balliol next week. "I am lucky – I've got a good brain," he remarked in mitigation. The instant response of one party official was "I bet Roy Hattersley has been trying to say that for years."

Acronym

Delegates reject leaders' policy on public schools

Frances Morrell: accused leadership of timidity

Giles Radice: would ignore nationalization call

Labour

Barry Hugill and Diane Spencer report from the Labour Party conference in Blackpool

A Labour Government will not introduce legislation to ban sixth forms nor to nationalize public schools, Mr Giles Radice, shadow education spokesman, said this week.

On Monday the Labour Party conference in Blackpool overwhelmingly passed a resolution calling for a new Education Act which would, among other things, provide "a new tertiary sector for all 16 to 19-year-olds which should replace all school sixth forms".

The resolution also called for "the planned public ownership of the private school system".

The party leadership had asked the conference to oppose the resolution but its request was ignored.

It is up to Labour local authorities to decide what form their 16 to 19 provision should take, said Mr Radice. A Labour Government would not issue instructions to l.e.a.s, he added.

He was equally emphatic that a Labour Secretary of State would "ignore" the call for nationalization of public schools. "Our policy remains one of phasing out fee paying through the ending of charitable status. Public ownership of private schools is a nonsense," he said.

Party officials were furious at the part played by Mrs Frances Morrell, the ILEA leader, in Monday's debate. They had been confident that delegates would accept the leadership's advice to remit the motion as they probably would have done before Mrs Morrell's intervention.

During a rousing oration she claimed that Labour had won a landslide victory in the ILEA elections on a programme identical to that proposed in the resolution. She accused the leadership of "timidity" for opposing it. One of Mr Radice's aides said after the debate that it was "news to me" that Labour had fought an election on a promise to phase out sixth forms.

Another added that he was not aware that nationalization of the public schools had loomed large as an issue in the ILEA elections.

Mr Stephen Benn, who chairs the ILEA general purposes sub-committee, said later that Mrs Morrell had used "poetic licence". The ILEA Labour group at its recent weekend conference at Somerville College, Oxford had committed itself to tertiary colleges for London, he explained.

Mr Radice should have no difficulties in ignoring the resolution. Under Labour's constitution a resolution must receive a two third majority on a card vote before it can be included in the general election manifesto. The mover of the resolution, Ms Joanna Tait, of the Socialist Education Association, failed to call for a card vote.

● Support for independent schools among Labour voters has increased from 56 per cent to 58 per cent in the past year, according to a public opinion poll. Among trade unionists in the same period support rose from 69 to 70 per cent, *Bert Lodge writes*.

"Overall support among the electorate for independent schools stands at 73 per cent," Mr David Woodhead, director of the Independent Schools Information Service (ISIS), said this week. "The proportion of Labour voters who think independent schools should be abolished is lower than at any time since 1977."

ISIS commissioned the poll conducted by Mori–Market Opinion and Research International. Altogether 1,907 people aged 18 and over were interviewed in their homes in 160 sampling points throughout Great Britain between August 15–19.

Competition hots up to be batting for England

Labour, the party of achievement, of standards, of quality . . . and of competitive sport. It was a slander for Mr Kenneth Baker to blame Labour's education policy for the lamentable performance of England's cricket and football teams.

So said Ms Kate Hoey, the prospective parliamentary candidate for Dulwich, moving a motion which called for the scrapping of the examination system and its replacement by a scheme of personal profiling and records of achievement.

Perhaps not surprisingly, the conference agreed with her and the resolution was easily carried – as was one pledging the next Labour government to bring the Manpower Services Commission under "direct democratic control of the people it is supposed to serve".

Apart from the controversial pledge to nationalize public schools and phase out sixth forms, Labour would implement most of the motion's items in government.

This would mean that, in future, all prisoners would be guaranteed a right to education and the Department of Education and Science would be placed under an obligation to provide it.

Local authorities would have a duty to provide pupils with hot meals at lunchtime and would have to ensure adequate nursery and pre-school provision. The binary line between universities and polytechnics would go and all post-16 students would receive a grant.

Labour, like the Liberals in Eastbourne last week, is firmly in favour of democratizing schools and giving greater powers to teachers and pupils. Mr Gordon Howard, a retired head from Yeovil, said it would not be easy for teachers, especially heads, to relinquish control – but relinquish it they must.

School governors should listen to the views of pupils and parents, as well as heads, he said to applause.

Mr Giles Radice, the shadow education secretary, had some fun at the expense of the Tories who "send their children to private schools". Because Labour MPs use comprehensive schools, "parents trust us", he declared.

The "unctuous" Mr Kenneth Baker, the Secretary of State, was daily unveiling public relations gimmicks but this could not disguise the state of Britain's crumbling schools.

Mr Radice echoed Ms Hoey in declaring Labour the "true party of educational standards – not just for the few but for all".

And on a confident note, he revealed that the latest Gallup poll showed Labour with a 19-point lead over the Conservatives on educational issues.

Whites 'leaving black schools'

Many white parents are withdrawing their children from state schools because they do not want them to be taught alongside blacks, Mr Eric Robinson, director of Lancashire Polytechnic, told a conference fringe meeting on Tuesday.

The independent sector was growing for this reason, he said.

Mr Robinson, who until recently worked in Bradford where there are large numbers of Asian pupils, said he had seen the phenomenon in that city.

He admitted, however, that he had no firm evidence on which to base his opinion.

He attacked the Labour Party leadership, past and present, for "fudging" important issues of educational principle. "No Labour government has ever enacted a major Education Act, because no Labour government had the courage to risk the unpopularity of confronting the delicate issues," he said.

He warned that no major legislation on education would be possible "without grasping the huge nettle of the Manpower Services Commission.

"If the party and the TUC continue to duck this issue, we can say goodbye to the prospect of a significant Labour Education Act this century," he said.

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NEWS

Unions wary of a 'shotgun marriage'

James Meikle on the latest moves to get a pay and conditions package

Local authority leaders and teachers are to hold a three-day "summit" on future conditions of service next month.

The management team sought to delay negotiations when the two sides met this week in order, it said, to put together detailed proposals on new cover arrangements, class sizes and non-contact time.

Unions have agreed to a residential session at Birmingham or Nottingham on November 8, 9 and 10 but are clearly wary of an attempt to force through a complete pay and conditions package.

Heads of agreement offering the chance of a new career structure and big increases for lower paid teachers have been under increasing attack from inside the organizations that signed the accord – agreed after a weekend session at Coventry in July.

The National Association of Schoolmasters/Union of Women Teachers did not accept the provisional deal and is losing no opportunity to widen the rebellion.

No date has yet been fixed for a meeting on salary details, where the unions want to press for more Principal Teacher posts. Heads and deputies have also argued that differentials need widening.

Talks on future negotiating machinery will not resume until after October 15 – the deadline for all parties to put forward their ideas on a replacement for the Burnham Committee.

Mr Peter Smith, deputy general secretary of the Assistant Masters and Mistresses Association, said: "Whatever emerges from the talks in the end will affect teachers working lives, not just for months, but for years to come."

He added: "The track record of shotgun marriages is not a very good one."

Mr David Hart, general secretary of the National Association of Head Teachers, said: "To expect us to clear all the ground that has to be cleared on these issues – salaries, conditions of service and negotiating machinery – between now and early November is quite frankly an impossibility."

Mr John Pearman, the employers' leader, said there was no question of missing the chance to talk about issues before next month. "The issues we had before us are very detailed, very complicated and very expensive, and need a lot of work to be done on them."

The cost of the pay side of the package, estimated at first as £2.9 billion over five years, may be nearer £2.5 billion.

Although the employers are keeping in close touch with the Education Secretary, Mr Kenneth Baker, they are not putting a figure on the help they want from Government, until a total package has been agreed and costed. It is hoped a comprehensive settlement can be achieved by January.

The NAHT published its proposals on new negotiating machinery this week. It suggests one committee for pay and conditions which would delegate much of its work to four standing committees – dealing with heads and deputies, principal teachers, main professional grade and entry grade teachers (assuming a new s... were agreed). It would also ... conditions of service common ... teachers.

Further education lecturers ... ployers are also to meet employ... a residential session at Pitlo... in two weeks' time.

The national council of the ... Association of Teachers in Fur... Higher Education will discuss ... ture proposals next Saturday. ... are likely to include proposals ... progression through two main ... grades, and the nature of ... schemes.

Mr Pearman is keen to ... vamped deal so he can ask the ... fund a lecturers' settlement ... Government have never bid ... of even pennies, let alone ... They have always said that ... that is done must be self-fin...

Worry over poor families' access

Student loans plan attacked by Oxford vice-chancellor

by Jeremy Sutcliffe

The vice-chancellor of Oxford University, Sir Patrick Neill, has attacked a decision to back the introduction of student loans.

Sir Patrick – speaking about the decision by the Committee of Vice Chancellors and Principals – said there were "major problems" about loans. He highlighted the deterrent effect their introduction could have on students at a time when the Government was seeking to increase access to universities.

"It would be a disaster if, as must be feared, the deterrent had the greatest effect on poorer families," he said.

The costs of a loan scheme, including administration, subsidizing low-interest borrowing and underwriting bad debts, should be fully examined before any scheme could go ahead, he said.

It was a mistake for the vice-chancellors to declare their support for a mixed grants-and-loans system before the Government had taken any decision to end the present system of direct funding of grants.

There was no doubt that present arrangements for student maintenance were extremely unsatisfactory. Inadequate grants had forced many students to depend on social security benefits, and overdrafts, he said.

Sir Patrick said the Secretary of State, Kenneth Baker, had "very properly" avoided committing himself to a system which included loans, in view of the review of student maintenance that was currently taking place under the chairmanship of the junior education minister, Mr George Walden.

But, he added, why should universities come out now in favour of such a system? The vice-chancellors were united in their apparent belief that adequate grants were the best system, allowing students to leave higher education unburdened by debts, he said.

Oxford University's ruling Congregation decided in 1983 to oppose the principle of student loans. Sir Patrick is acting in line with that policy.

Meanwhile, the National Union of Students announced this week it would campaign through the universities to get the vice-chancellors to reverse their decision.

A substantial minority of vice-chancellors are thought to oppose the loans scheme, but the size of the opposition is not known because the decision was taken without a vote. A vote is expected when final proposals are drawn up by the CVCP later this year.

Sir Patrick Neill

High fliers: Keith Chimley and Jonathan Fuller, from Downlands School near Brighton, have glided to a £600 prize in the Young Engineer for Britain contest. Their balsa-wood model, which cost £68 to make, can take aerial photographs from up to 300 feet.

Training places lost

by Patricia Santi...

A decision to close teacher ... Portsmouth Polytechnic from ... confirmed by the Secretary of ... Education this week ... announced that the planned ... cent expansion of teacher ... places, mainly in the primary ... would go ahead.

Mr Kenneth Baker also ... ed that Humberside Colle... Higher Education is to lose ... teacher training intake from ... the college has been invited ... the feasibility of setting up ... primary initial teacher train... with the University of Hull.

The College of St Mark and ... which was due to lose its ... intakes from 1987, has ... restored, but has been told that ... for 1988 and 1989 would ... considered if satisfactory ... ments were made for close ... association with other higher ... tion institutions.

Racism inquir...

Manchester City Council to ... independent inquiry into allegat... racism at Burnage High Schoo...

Its officers have sent letter... parents with children at the ... giving them a direct-line number ... city education offices and ... them to discuss in confidence ... worries they might have with ... education officer.

Prince supports historic books appeal

by Heather Neill

The Prince of Wales is to be the patron of a newly-launched appeal to keep the finest collection of privately-owned historic children's books in Britain.

Iona Opie and her late husband, Peter, who were joint authors of *The Language and Lore of Schoolchildren* and *The Oxford Dictionary of Nursery Rhymes*, built up the collection over 40 years. It contains 800 books published before 1800, the original printing of *Watership Down* (1972), volumes from the households of Emma Hamilton, Darwin and Queen Victoria and the dedication copy of *The Wind in the Willows* among its treasures. There are 1,200 bound volumes and thousands of chapbooks, comics, toy books and children's magazines.

Mrs Opie has given half the collection, valued at £1 million, to the Bodleian Library in Oxford, but £500,000 must be raised to prevent ... breaking up of the rest of the ... tion. The Oxford University Pre... Bodleian and the Friends of the ... leian have already promised sub... final contributions to the appeal.

Contributions should be sent to ... Friends of the Bodleian, The Bod... Library, Oxford. Cheques should be ... made out to the Friends of the ... leian Opie Appeal.

ADVANCED DIPLOMA IN EDUCATIONAL STUDIES

Seven programmes are offered leading to the award of the Advanced Diploma.

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Two units, *Foundations of educational thought*, and *An Exploration of educational problems*, are taken with two additional options.

Secondary Education
The programme offers a broad grouping of four units which may include *14/19: education and training*; *Secondary organisation and Management*; *Changing the Curriculum*, and/or options on pastoral care, personal and social education.

Pastoral care, personal and Social education
This offers two linked units, *The pastoral curriculum, personal and social education* and *Guidance and counselling*, with two optional units.

Education in primary and middle schools
A double unit, *Teaching, learning and the curriculum 3-13* may be complemented by *Curriculum studies 3-13* and *Organisation and Management in Primary Schools* or other options.

School organisation and management
A unit on *Organisation and Management* in either primary or secondary schools is followed by *Applied Management in Education*, with two optional units.

Special Educational Needs
Two core units, *Structure and organisation of services for children with special needs* and *The nature of the curriculum for children with learning difficulties*, are followed by two further units, including *Psychology of assessment and intervention in children's learning difficulties*.

Curriculum Studies
Two linked units, *Evaluation in theory and practice*, and *Changing the Curriculum*, are offered, with two additional options, one in the curriculum field

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Prestel Across The Curriculum

Judith Askey, Prestel Education Curriculum Project manager, discusses the implications of Prestel for skills learning

We are told repeatedly in the media that our society is changing rapidly. We need to educate people to become capable users of the mass of information available to them, not victims of the technology. The most important skills for children to learn are therefore: problem solving, cooperation, communication and logical thinking.

Communication skills
Prestel provides a convenient means of disseminating information to a large number of people cheaply and rapidly. Prestel is a stimulus for discussion and can help develop skills of writing in a variety of styles and reading for information.

The new GCSE curriculum and the new Scottish standard grade stress communication and investigative skills. Prestel allows teachers to address these priorities, whilst letting children learn through their own experience.

Vocational skills
Prestel provides a practical demonstration of modern office and communications technology. The students are able to use the system as a source of business information and at the same time acquire vocational skills which are directly transferable to the workplace.

Information skills
Using Prestel is an effective way of learning information skills. The same kind of skills are required for searching both computerised information systems and traditional print media. Whilst the skills are the same, the technology clearly demonstrates the need to acquire them. As computerised data banks become more widely available, the need for children to master information handling skills is crucial.

How are schools using Prestel?
Prestel offers schools a vast source of information and resources applicable to many curriculum areas. You can find information useful in Geography, Sciences, Mathematics, Home Economics, Careers and Business Studies.

"Microviewdata" software, designed for the school microcomputer is a useful adjunct to Prestel. Whilst Prestel offers students the opportunity to experience on-line information systems, microviewdata allows them to down-load useful information from Prestel, and structure it into a database to which they have added their own information. This customised database, which combines professional information and the students' own research can be made available in the school library. In this way students are given a sense of purpose and an audience for their work.

Unlimited use of Prestel for £192 a year

Prestel Education has recently introduced a new tariff which offers schools, teachers' centres and LEA advisers unlimited use of Prestel, without incurring any time charges.

It costs £192 a year and includes unlimited use of Prestel Education, Prestel Microcomputing and Micronet 800, Prestel mailbox, and all the general information and services on Prestel. All Prestel time charges are included, so the only additional costs to pay are the telephone calls to the Prestel computer (now at local call rates for 99% of the country) and any Prestel frame charges incurred.

The new tariff is only available to schools, teachers' centres and LEA advisers. Further and Higher Education colleges and other educational establishments will continue to be eligible for the standard education tariff of £80 a year plus 4p per minute time charge. Schools, teachers' centres and advisers may also remain on the standard tariff if they so wish.

A group of children at Wellfield Wood Junior School in Stevenage, who have created their own database on Prestel. You can see examples of other databases created by schools on Prestel page 88761.
(Photograph courtesy of *North Herts Gazette*)

Travel to Cairo

A fifteen minute Prestel project

"A business opportunity has arisen for your firm with a client in Cairo and you are required to make the travel arrangements."

How would you go about it? Perhaps the first thing to do is to make a check list of requirements. This may look something like this:

Check List

1. Flight from London
   Schedules?
   Cost?
   Reservations?
2. Train times to London
   Overnight stay required?
3. Egypt – travel information
   Vaccinations?
   Passports, Visas?
4. Accommodation in Cairo?

How would you then set about finding the information you need? Telephone or visit the local travel agent? See what reference books there are in the library?

If you had access to Prestel you could quickly and easily find all the information listed above.

Page 313202 has details of British Airways flights to Cairo. On the other hand, if you felt like stopping off in Barcelona or Belgrade, you could travel by Iberia or JAT Yugoslav Airlines. See page 1469101 for the Air Travel to Egypt index.

British Rail timetables start on page 221.

Page 500633165, provided by the DHSS, tells you that while no health protection measures are essential for entry, protection for Cholera, Malaria, Typhoid and Polio is recommended. They also recommend you take out medical insurance.

Page 50211250, from Thomas Cook, gives you advice about visas. For Egypt you need both a personal and a business visa.

And page 1469105 gives you details of Accommodation in Egypt. Would you prefer The Cairo Sheraton, or the Mena House Oberoi, "set in an oasis of 40 acres of rolling lawns and gardens" near the pyramids of Giza.

Looking at Prestel in a little more depth you can find other relevant information you might not have included on your original check list, such as the weather (sunny and 35 degrees Centigrade on September 18th).

Of course, what matters is not just the content of the exercise, but the skills the children learn by carrying it out. The new GCSE curriculum and Scottish standard grade place particular emphasis on communication and investigative skills. As well as becoming familiar with the technology of a modern electronic information and communications system, the children learn the skills of searching for information, and of assessing the value of the information they find.

Because over 95% of ABTA recognised travel agents have Prestel, and use it as an integral part of their daily work, the children receive a practical demonstration of modern office and communications technology. They do not have to make do with a simulation, but have access, within the school or college, to exactly the same system and facilities used by a professional travel agent. They can use Prestel as a source of relevant business information and at the same time acquire vocational skills which are directly transferable to the workplace.

This project was originally devised by Jean Wheeler, librarian at the Isle of Wight College of Arts and Technology. She was looking for an application which lasted less than 15 minutes, as this was all the time the lecturer could spare the class for. Provided a suitable check list was drawn up in advance, she found that this particular exercise could be completed within 10 minutes. This means that, at the standard Prestel Education tariff of 4p per minute, it cost just 40 pence.

The project was first planned for a group of students doing a BTEC Catering course, but it could easily be adapted for use in a wide range of business studies related courses. At the Isle of Wight College it has also been successfully used with a group of slow learners and handicapped students, and with a retirement class.

Across the country, enterprising teachers and librarians are devising other exercises in the use and application of Prestel in the curriculum. Some of these developments are being coordinated through the Prestel Education Curriculum Project. The purpose of the project is to develop materials to support teachers using Prestel and we hope that the first packages developed by the project will be ready early in the new year.

In the meantime, teachers who already have access to Prestel should look at the new Business Studies curriculum guide on Prestel page 8884211. This provides a full list of Prestel pages relevant to the Business Studies curriculum.

Those teachers who don't yet have access to Prestel should ask questions like "When is our school getting its DTI modem?" "Who in the school is going to be allowed to use the modem?" and "When is our school going to subscribe to Prestel Education?"

(This article first appeared in Network User magazine)

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Department of Employment *50047 #
More statistics, including unemployment figures, average earnings and retail price index.

Prestel Citiservice *881 #
Share and commodity prices, business news etc.

HOME ECONOMICS

Health Education Council *544 #
Includes advice on family planning, smoking, food & fitness.

Which *1236 #
Consumer information, including guide to healthy eating and new car guide.

Information for disabled people *1625 #
Includes information from the Royal National Institute for the Deaf, Sports Council, British Rail, British Airways.

Nationwide Building Society *350242 #
Regional house prices.

GEOGRAPHY

British Tourist Authority *220 #
Gazeteer to over 1000 towns and villages in Britain.

Prestel Travel Index *747 #
Travel by air sea and land, holidays and accommodation.

Met Office *209 #
Weather forecasts, reports, warnings and statistics.

PHYSICAL EDUCATION

Sport Council *300 #
How to take part in sport, where to participate and calendar of events.

SCIENCE

Du Pont *4685001 #
Oil industry application products.

May and Baker *202841 #
Guide to holiday health care.

GOVERNMENT INFORMATION

***5001 #**
Government departments, ministers and press releases.

***5000 #**
Parliament, including details of current business.

***500160 #**
Index to all government information on Prestel.

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Eight easy lessons on using Prestel *333100 #

Prestel Focus *123 #
Helps you find the best of Prestel.

Demonstrating Prestel *686420 #
Prestel Education's own pocket guide to Prestel.

NEWS

Schools get draft AS syllabuses

The first draft syllabuses for the new Advanced Supplementary examination were sent out to 3,000 schools earlier this week.

The Associated Examining Board is seeking comments on AS level syllabuses in 17 subjects.

Designed for full-time A level students who want to broaden their education, but covering only half the ground, the syllabuses vary in their comparability with existing A levels.

In subjects such as history, A and AS level are almost identical except for the requirement that AS level candidates should sit fewer papers.

Physics, developed in part from the board's A level syllabus, is produced as a coherent package which can stand alone. The AS syllabus provides for the teacher assessment of skills such as problem analysis, design, and the making of valid deductions.

Current treads towards the use of more relevant, up-to-date material are evident in subjects such as French and English. The latter, linked to the AEB's language and literature A level, includes in its specimen paper a magazine article about poverty in Britain and an advertisement by the National Society for the Prevention of Cruelty to Children. Candidates are asked to analyse the article and to react to the advertisement.

The English as well as the English literature AS syllabuses allow for books to be taken into the examination room.

The syllabuses, intended for examination in 1989, have yet to be approved by the Secondary Examinations Council.

Why pupils would rather not talk in class

by Annette Gartland

Class discussions are unpopular with many pupils, according to a new survey.

Small group discussion, though mildly enjoyed as an activity, came bottom in an assessment of pupils' responses to various classroom experiences. Whole class discussion only just had the edge over "listening to the teacher explaining".

The survey, carried out in Groby, Leicestershire, by Mr Pat Jones, while at Bosworth College, Leicestershire, during 1985/6, revealed that second and third-year pupils favoured watching television or listening to the radio, and practical or project work – from both the enjoyment and learning viewpoint.

Although pupils did not really enjoy the traditional activities of reading, writing and listening to the teacher they rated them highly as ways of learning.

The "Groby Oracy Project" involved a detailed survey of 52 pupils and, on the basis of their replies to questionnaires, 21 were selected for individual and group interviews.

Pupils found small group discussions a more relaxed and natural experience than whole class debates. They spoke more and were less likely to be dominated by one or two people who did all the talking.

The pupils' most frequent complaint was that both types of discussion were spoiled by some people "messing around".

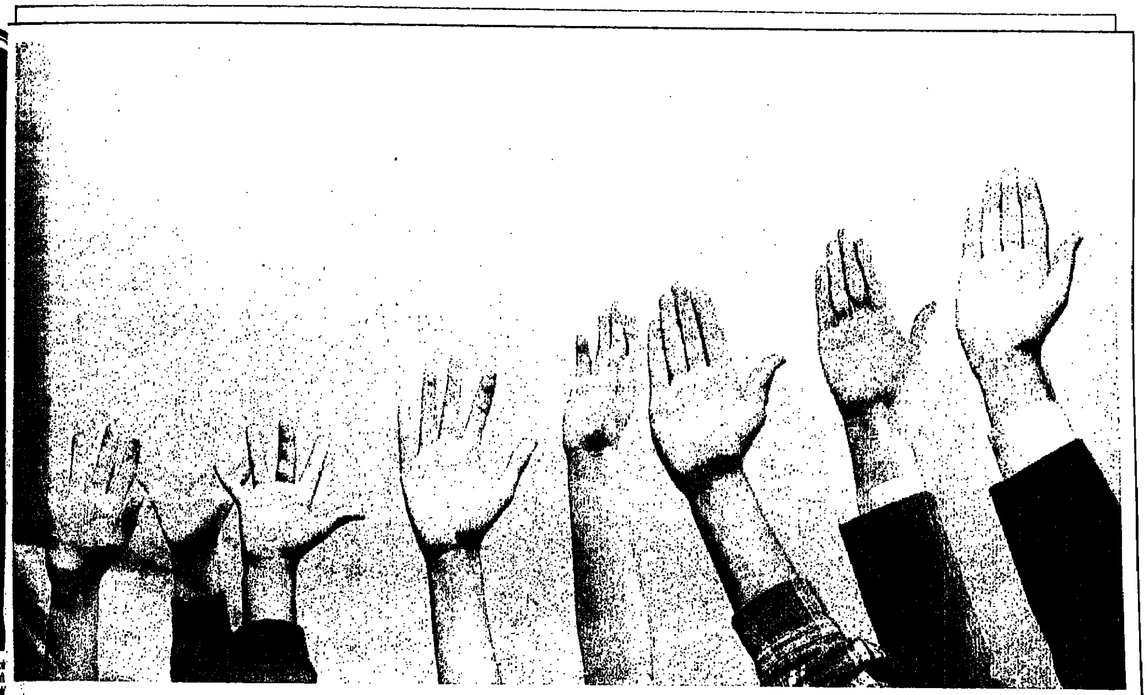
"The finding that pupils feel they learn more in whole class discussions is partly caused by their worries about control," said Mr Jones. "At least in the whole class discussion the teacher is there to try to do something about pupils who spoil things."

Twenty-seven pupils admitted to feeling embarrassed when speaking in a full class, compared with seven embarrassed in small group discussion. Twenty-nine admitted they often lost concentration and stopped listening in whole class discussions.

"Our general impression was that these 12 and 13-year-olds had a very serious and responsible attitude to learning," said Mr Jones.

Teachers, he added, should not be put off promoting class discussions. Pupils needed to be put in small groups with friends who would take each other relatively seriously and teachers could move on from fairly simple, achievable tasks to more complex, open and extended activities.

Focusing on an end result for the discussion, like a poster or tape recording, could help get pupils talking.



Horn of plenty: The Inner London Education Authority may be giving cu in schools a £250,000 boost next year – as announced last week – bu already thriving in many of them. A member of the ILEA's Schools Symp Orchestra is pictured during a concert at the Royal Festival Hall. Those attended by the Italian Ambassador, included three young Italian musi and was the latest in a series of cultural exchanges.

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Catholics still lose out in job market

by Carmel McQuaid

The gap in academic attainment between Protestant and Catholic school-leavers in Northern Ireland has progressively narrowed, with little difference in results when schools of the same type are compared.

The trend among Protestants to opt overwhelmingly for grammar schools is helping perpetuate the pattern where they record better O and A level exam results than Catholics – thus gaining an advantage in the job market.

A consultative paper on equality of opportunity in employment, launched by Mr Tom King, Northern Ireland Secretary of State, shows that when the 1984 grammar school intake was surveyed, fee-payers accounted for only 3 per cent in Catholic grammar schools but 8 per cent in the Protestant sector.

Protestants also feature more in the review system for entry to grammar schools after the age of 11. Twice as many Catholics as Protestants opt not to take up grammar school places.

While the number of Catholics entering grammar schools is consistent with their proportion in the transfer age group, the document considers the movement between secondary and grammar schools in the Protestant sector "significantly disproportionate".

It adds: "Within the grammar and secondary sectors separately Catholic pupils attain similar levels of academic achievement as Protestant pupils. However, overall, Catholic pupils fall behind Protestant pupils relatively due to the imbalance between the numbers of Catholics and Protestants attending grammar schools."

This differential is reflected in the qualifications each group of school-leavers brings to the labour market. In 1984 almost 20 per cent of Protestant school-leavers had two or more A levels, compared with just under 17 per cent of Catholics. While 18 per cent of Protestants left school without any GCE/CSE qualifications, the figure for Catholics was almost 25 per cent.

Differences in subject choices were particularly those in girls' chose arts and humanities. In level science was studied by of Protestant pupils, compared per cent of Catholic. On the hand, 46 per cent of Catholic studied arts A levels compared per cent of Protestants.

The document, which has been tated as a preliminary to a Fair Employment Equity, states that Catholic and Protestant school-leaver perience different degrees of suc the job market. While those wit qualifications are equally sought, Catholics with the same level academic attainment as Protestant not enjoy similar advantages.

"Though some educational differences remain, there has been a positive convergence in academic attainment at point of entry to the labour market. Despite this, there has been relatively little change in the Catholic share of that market either in quantitative or qualitative terms."

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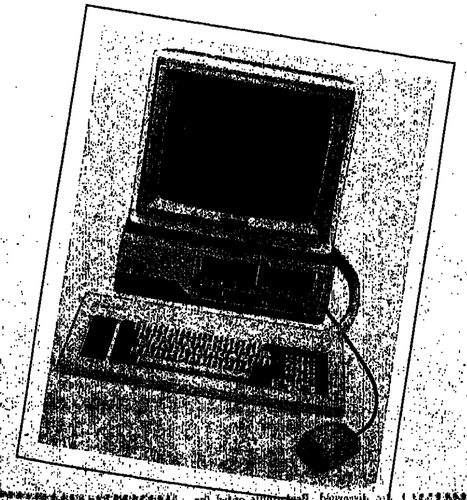

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NEWS

Hero's welcome: Anatoly Natan Sharansky, the Jewish dissident freed by the Soviet authorities earlier this year, took a break from the official part of his visit to Britain to drop in on the Jewish Free School comprehensive in London. He told children about the difficulties of trying to organize Jewish education in the Soviet Union and he urged them to carry on writing to Russian families who have been refused exit permits.

Henry Jacobs

Special schools are no expendable, union sa

Special schools must continue to play an important role in special needs education even if the majority of children with learning difficulties are integrated into ordinary schools, the National Association of Schoolmasters/Union of Women Teachers said this week.

And if integration into mainstream education is to be successful, the Government will have to get together with local education authorities and teacher organizations to agree national criteria for the provision of extra staff and suitable buildings.

Mr Fred Smithies, general secretary of the NAS/UWT, said: "Government plans to rationalize the provision of education for pupils with special needs must recognize that special schools provide high standards of education and care which ordinary schools would not be able to match. Special schools are not expendable."

He added: "My association supports the concept of integration, c cruel and callous to raise parents' expectations only them by denying real resou ernment level and failing integration work in practice."

The union has issued a pa ment which calls for the dev of outreach schemes whereby schools would operate as centres for ordinary schools the need for well-qualified s ancillaries. The document that all students undergo teacher training should stud aspects of special educat while in-service training sh vide the opportunities for s cialized qualifications.

Special Educational Needs a stream Education is available NAS/UWT, Hillscourt E Centre, Rose Hill, Rednal, B ham B45 8RS.

Tory Right set to attack ILEA gay books policy

by Barry Hugill

The long-running controversy over the use of books and materials dealing with homosexuality is expected to boil over at next week's Conservative Party conference in Bournemouth.

A right-wing pressure group, the Conservative Family Campaign, is planning to release "research evidence" showing that the Labour-controlled Inner London Education Authority is promoting homosexuality in its schools.

Mr Kenneth Baker, the Education Secretary, will come under pressure at the conference not only to allow parents to withdraw their children from sex education lessons but also to take legal action against local authorities which, as many Conservatives see it, encourage homosexuality.

The ILEA this week issued all its secondary school heads with a resources guide to materials about homosexuality including lesbian and gay literature for use by teachers and librarians.

Mr David Mallen, its director of education for schools, says the authority is not telling heads what materials they should use. He accepts that many parents are worried about sex education and warns heads to be careful about the use of certain books.

"It is essential that the head, who is legally responsible for all aspects of the management of a school, should be aware of any proposals to introduce what some will regard as controversial materials in the library.

"This is not by any means to say that the material should not be introduced."

Although the resources guide is not an approved list of teaching materials, critics are certain to point to it as evidence of the ILEA ignoring Mr Baker's strictures that sex education should take place firmly within the context of "morality and family life".

Although the resources list does not include the much-publicized *Jenny Lives with Eric and Martin*, it does mention the equally controversial *Framed Youth: Revenge of the Teenage Perverts*, a film produced by the Lesbian and Gay Youth Video Project, and *Nice Jewish Girls*, a lesbian anthology.

David Mallen: warned heads

Christian group warns of sex education fanatics

Giving parents the right to withdraw their children from sex education may be the only safeguard against people who promote the subject in a fanatical way, according to the Association of Christian Teachers.

"There is much responsible, wholesome sex education in schools . . . but the good work is jeopardized by fanatics who believe the most interesting thing about a person is his orientation and that self-expression is a supreme and sacred right."

"Withdrawal from classes should be seen only as a short-term safeguard, the association stresses in a statement issued this week. "We very much hope the subject for the good of all the children . . ."

The association is sending its 2,000 members copies of the Conservative Family Campaign's leaflet, *Sex education and your child*, which urges parents to press for the right of withdrawal from class.

However, Mr Richard Wilkins, general secretary, emphasized this week that this did not mean the ACT fully endorsed everything it said. "We are giving it out to members for their reactions."

Mr Wilkins said that parents seemed to regard sex education in schools not as an intrusion on their rights but as a relief for their anxieties. "That, however, does not justify opening the subject as a happy hunting ground for gay rights enthusiasts and contraceptive salesmen."

Court gra review ov tertiary reshuffle

Three parents are to take Gu Borough Council to court a proposed reorganization of t education.

The parents took the court's High Court in May asking for a review of the schools reshuf week the court granted le which will take place within a few months.

The decision was claim tremendous victory by the who formed an action group the proposals which would senior schools, all sixth fo three junior schools.

It is the third case of a coun taken to court over proposals in its education system.

More than 13,000 parents boro gh signed a petition ag proposed shake-up and mo them case to court claiming th had not taken the parents' vie account

One of the campaigning mo mother with four children t threatened schools, Mrs Jane K ing of Bladon, Tyne and Wea "The court's decision is ab marvellous. We have got ov hurdle, our aim now is to k schools open and save educa our children."

A delegation of parents met D Dunn, education junior minist weeks ago. The Secretary of response is expected later this

Mr Alan Brazendale, Gate education committee chairman "This is a legal attempt to re-organization of secondary e tion and the council will defend oppose it. The tertiary system we to install will be for the benefit children in the borough."

Under the re-organization sch which is due to take effect in Sep senior schools, Heathfield senior and Blaydon comprehensive, three junior schools, Hillcrest high, Ryton Towers and Blaydon junior high, would close. All s form classes would close and a site sixth-form college would be

Labour semina

In a news item headed "Seminar on September 12, it was stated th Conservative group on the ILEA refused to take part in a two conference at Oxford to discu authority's future policies.

We now understand that the m ing was exclusively for members ILEA Labour group. And that the offer which Conservative gro turned down was for "familiarisa to hold a seminar of this sort

Parents encouraged to govern

by Jeremy Sutcliffe

Nearly half a million leaflets are being sent out to parents in inner London in an effort to increase their influence on school governing bodies.

The leaflets, which will be distributed through schools, libraries and community centres, coincide with elections to governing bodies of Inner London Education Authority schools, the first since 1981. They explain the role of governors and how parents should go about standing for election.

The leaflet campaign is described by the ILEA as the biggest-ever attempt to recruit parents. "Parents have a crucial role to play in every school," said Mr Barrie Stead, who chairs the schools subcommittee. "They perform a key role in the governing of a school. I hope that parents from all sections of the community will stand as candidates and all parents will vote in these elections."

The ILEA is also sending leaflets through schools and other outlets to members of ethnic minorities in an effort to boost their representation on governing bodies as co-opted members.

A recent ILEA survey showed that only 5 per cent of governors in inner London came from ethnic minority groups, despite making up 40 per cent of the population.

"While we still have a long way to go, this first step will mean the ILEA has at least 1,500 school governors from the black and ethnic minority communities, and I hope many more will stand for election as parent governors," said Mr Stead.

Aids lessons are 'essential'

by Geraldine Hackett

Sex education in schools is essential to prevent the spread of Aids, the National Association of Governors and Managers annual conference heard last week.

Mrs Doreen Massey, the Health Education Council's assistant director for schools and further education, said the Aids epidemic threatened the whole population, and young people should know that promiscuity greatly increased the risks of catching the disease.

She said: "Teaching about sex in schools should include equipping children with the confidence to say no to sexual experimentation, as well as dealing with hygiene and the facts of life."

Mrs Massey said American research had shown that students who were encouraged to be assertive in resisting pressure for sexual activity were far less promiscuous than those who received no training.

"It is vital for every school to have a teacher designated in charge of the topic and to work to a planned programme," she said.

NEWS

No reward for answering mayday call

James Meikle reports on the high cost of retraining as a teacher

Retired radio officer John Langley has good reason to question whether the Government is serious about attracting mature maths graduates into the teaching profession.

Mr Langley, 49, has been offered a place on a Postgraduate Certificate in Education course at the University College of North Wales at Bangor next month.

Gwynned education authority, which is short of maths teachers, offered to pay tuition fees and he also qualified for a £1,200 bursary that is awarded to students training to be maths, physics or craft, design and technology teachers. However, he is being refused a maintenance grant because he has a pension from his old £17,500-a-year job with Sealink, the ferry company, and has now turned down the place offer.

The Department of Education and Science last week confirmed that Mr Langley, from Llanfechell, on Anglesey, does not qualify for maintenance help.

Mr Langley, who gained an Open University degree, says the £1,200 bonus is meant to be an *extra* allowance to attract graduate teachers and wonders how many other people full foul of the grant regulations.

"I am not destitute and suppose I could use my small, fully taxed, pension and some of my wife's and my savings to finance the training but I feel reluctant to do this," he said.

The DES also says there are no plans to change another regulation which may dissuade retired teachers from coming back as stop-gap supply staff in shortage subjects. Such teachers have to repay some of their pension and the DES says it will only reconsider the matter if there is a lot of anecdotal evidence to suggest the regulation is making recruitment more difficult.

● The Association of County Councils last week emphasized its objections to differential salaries for maths, physics and craft teachers. Shortages are not restricted to these areas, the ACC education committee said.

Members have also raised questions about the status and responsibilities of Senior Teachers who retrain in shortage subject areas.

John Langley: not entitled to a maintenance grant

A lesson in proof-reading (and how to avoid it) by Doctor Peter Coxhead.

Proof-reading a manuscript is not a pleasant task at the best of times. Imagine how much more tedious it would be, when you have to check through 150 pages of complex computer language.

This was the job facing Dr. Peter Coxhead, a lecturer in Computer Science at Aston University. He was preparing an introductory text book on the LISP computer language, used in artificial intelligence programming. "I was dreading the thought of proof-reading all that code. One parenthesis in the wrong place and (the program) wouldn't have run."

Before he got his Apple™ personal computer, Dr. Coxhead's method of checking his manuscripts was somewhat circuitous. After writing a piece of LISP code, he would test it to ensure it worked. Then it would be cut out and pasted into his manuscript, after which the whole thing would be retyped. Only very careful proof-reading would ensure there would be no errors in the published program.

No more tedious proof-reading.

The cure for LISP

Some computer books overcome this problem by using the author's printouts as artwork. This certainly results in accuracy, and just as surely in terrible print quality.

But with the help of his Macintosh™ and some sophisticated page-design software, Dr. Coxhead's book has come out both error-free and professional-looking. Instead of submitting a conventional manuscript to his publisher, all he had to do was hand him a floppy disk containing all the text, graphics and LISP code.

Since the Macintosh and its disks support artwork-quality printers, "No longer do I have to read every line to check for errors. The flexibility and ease of use of the Macintosh... makes the editing and polishing process enjoyable rather than tedious. It gives me the freedom to write the book as if I was actually teaching." High praise indeed from a man who has spent some 15 years involved in computers.

A paper about books.

But Aston is not the only university where the benefits of Apple's DeskTop Publishing System have been discovered. Roger Emeny, of the Department of Land Management at Reading University, is also a firm convert.

In fact, he has used his Macintosh and the LaserWriter to produce a paper on that very subject, entitled "A Revolution in Academic Publishing?" In it, he describes the problems encountered in the publishing of academic books, and how the DeskTop Publishing System overcomes them.

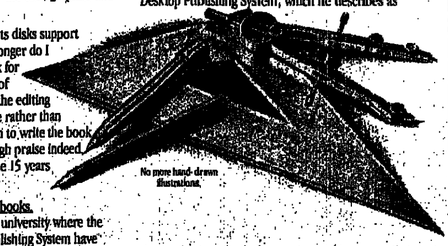
He sees the main problems as flowing from the high cost of production. "Some worthwhile books are not being published because they cost too much... and some students are not able to afford to buy all the books they need for their course."

A new era for publishing.

However, Mr. Emeny believes that "the availability of the microcomputer, combined with... the use of the Apple LaserWriter, heralds a new era for academic publishing". Since the text can be typeset as it is being composed on the Macintosh's screen, and then printed out as artwork by the LaserWriter, the financial problems described above no longer occur.

And as Dr. Coxhead also discovered, the saving of effort is no less significant. "To all intents and purposes," wrote Mr. Emeny, "when the writing is finished and checked, so is the... proof-reading."

Mr. Emeny has further praise for the uses of the DeskTop Publishing System, which he describes as being "infinitely flexible; authors can design their own fonts or invent their own characters for setting on the LaserWriter. (It's) not restricted to typesetting letters and numbers; it can also reproduce drawings, graphs, charts and pictures."



No more hand-drawn illustrations.

Dr. Coxhead agrees. "If I had to pinpoint one thing about the Macintosh that is a major breakthrough, it is the integration of text in different fonts with diagrams, to allow the production of quality work in an easy fashion."

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Aa Aa Aa

Design your own type faces.

These benefits have many uses outside the Computer Sciences Laboratory. To discover more about them, you could attend the AppleWorld exhibition, where many leading academics will be speaking. The exhibition takes place at the Business Design Centre in London, from October 29 to November 1.

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Julia Hagedorn reports from the National Union of Teachers' primary education conference

Baker urges greater use of attainment targets

Primary education is all too often considered a soft option, Mr Kenneth Baker told the conference.

It was overlooked by the media, policy-makers, and even educators.

But the Secretary of State for Education reminded his audience: "You know that these attitudes are sadly and badly mistaken, and so do I. It is the primary phase that lays the foundation for all later learning."

He nevertheless stressed that much more needed to be done. Science teaching often lacked depth, and there was widespread concern that the basics were being neglected.

Mr Baker said he would like to see the concept of attainment targets for pupils being developed and extended. He believes it would help pupils to achieve the best performances they were capable of.

Vague aims for the curriculum were not enough, he stressed. "The curriculum needs to be planned throughout and written down, and mechanisms need to be established to ensure that policy and practice converge."

He felt that able children were rarely given the extra help and attention they needed to realize their potential. Children should not be allowed to get by with work which was adequate but had cost little effort. "To allow that is to teach them a dangerous lesson."

He urged primary teachers to spread the message to the public, and especially to parents, about their successes.

"It is vital that parents and teachers understand, and respect, each others' aims."

Mr Bob Richardson, the president of the National Union of Teachers, said there was genuine concern over whether primary schools could produce the curriculum because of the restraints of resources and class sizes.

He was grateful to the Secretary of State for supplying every primary school with a computer when at the Department of Trade and Industry, "but we would also like some old-fashioned technology – books, pencils and paper – which in some authorities is missing".

He told Mr Baker: "I understand that you are a collector of antiquarian books. There are those in the audience who will tell you where you can find a few million of them."

Professor John Tomlinson, of the University of Warwick's department of education, echoed the feeling of the conference organizers that the time was coming for a renaissance of primary education. But it would only come if the resources were appropriate and adequate.

Children needed a rich and lively environment, and a society which was secure and provided drive and continuity, a sense of purpose and growth.

But the actual position was very different. "We know what we have to work with as teachers, in terms of time and planning, buildings and equipment, is just not adequate. So much of primary education now depends on where you live and what your parents can afford to buy," he said. "We have lost the sense of entitlement to schooling: that access to good primary education was not a privilege but a fundamental right."

There was a need for an enormous boost in teacher numbers. Without that, schools would not be able to deliver the curriculum expected of them. But it was up to teachers to show why this was so. It was not yet accepted by those in power.

From the floor, Ms Susie Burrows, of east London, talked angrily about the reality of being a primary teacher in her area. "If the children do not know how to read and write and do maths pretty well by the time they are seven, I feel I have failed them. But in our area, there are two supply teachers to cover all Hackney's schools. No teachers will come and work there. Teachers are leaving in droves because of the stress and the pay. There is no non-contact time in our day.

"If I go to children's homes, I go in the evening. Nearly all my children come from one-parent families. There are Asian mothers afraid to go out on the streets, and children attacked on the way home."

She accused the platform speakers of delivering glossy talk and being oblivious of reality. She had five non-English speakers in her class and others with terrible problems. "How do we teach them to be whole human beings unless we have time to talk to them?"

Ms Gwen Hargreaves, from Leeds, said that teachers had pretended to be magicians for too long. Today's children did not expect to be treated as one group, but she asked how teachers could give them individual treatment with more than 30 in a class.

Mr Eric Molyneaux, from the Federation of Parent-Teacher Associations, called for parents and teachers to forge a partnership to fight for more resources and smaller classes.

Ms Annie Owen, an advisory teacher for mathematics from Kingston, Surrey, said she was ashamed and angry that two of the speakers had used the advisory teacher service as a "sop" for helping the classroom teacher. "When I go into primary schools", she said, "I have to take my own crayons, scissors, paper and equipment.

"The teachers do not have any of the things I need. And I know that, when I go, they cannot take up my ideas even though they would like to."

Baby place: Robert Bryan (left) and Alex Bacon do a dummy run in experience with a tinier generation at the new Early Childhood Northampton. The education committee and Leicester University funding the venture, which is the authority's positive and practical HM Inspectors' report that was highly critical of provision for

The centre will allow parents to study alongside teacher professionals, and their children enjoy a specially equipped with under-fives from local schools and playgroups. It is open under the watchful eye of the early years inspector, Mrs Jan runs 68 courses, a toy library and an early years room, and will involved with under-fives in the county.

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Hi-tech goes on the road

In-service on wheels is how Ms Carol Wisely (above left), an advisory teacher for technology, describes the London borough of Richmond's latest addition to its resources.

The distinctive white double-decker bus is equipped with much of the latest technology – four computers, video, TV, overhead projector and slide viewer, as well as more ordinary materials such as wood, metal, Meccano, Lego, and tool kits.

Ms Wisely, part of a four-person advisory team responsible for promoting technology in Richmond's 43 primary schools, will be driving the bus through the local traffic. She will work with teachers and children from two or three classes in each school for two-week periods.

The top of the bus has been turned into a workshop and Ms Wisely aims to give teachers the confidence to take on craft, design and technology teaching in their own classrooms once her bus has departed for the next school.

Edwards ponders cuts of surplus Welsh places

by Iola Smith

Primaries are likely to bear the brunt of cuts if a call for a "sustained effort" to remove surplus school places in Wales is heeded.

The call comes in a report prepared after joint discussions between the Welsh Office, the Welsh Joint Education Committee and local authorities on teacher numbers and school rolls.

The report is now being considered by the Welsh Secretary, Mr Nicholas Edwards, and – if the recommendations are implemented – 40 per cent of surplus capacity in primary and secondary schools will have to be removed.

Mr John Phillips, Dyfed's director of education, states that such a move would result in the loss of "at least 4,600 primary and 2,680 secondary school places" in his county.

During a meeting of the authority's development and finance sub-committee, Mr Phillips pointed out that, if present building stock were not adjusted, there would be 11,500 surplus primary and 6,700 surplus secondary places by 1991.

Existing plans, such as the reorganization of secondary education in four towns and the closure of some small schools should reduce the number of places by 1,500, as would the removal of temporary classrooms. At present, such units contain 4,500 primary and 3,800 secondary places.

But Mr Phillips is adamant that "difficult decisions and the closure of some schools will be required." The governing bodies of all the county's schools are being asked to consider way of reducing surplus places, and their suggestions will subsequently be discussed by the authority.

Early way to tackle racism

It will take more than a multicultural curriculum to overcome racial conflicts in schools, according to a London headteacher.

Ms Ann Consilanti, of Old Ford infants' school, east London, says that children adopt racist attitudes from a young age. The results, often overt and appalling, have to be dealt with immediately.

In the current edition of *Child Education*, she recommends involving children in racist issues so that they collaborate and then conclude among themselves that racism is wrong.

ILEA expansion

The Inner London Education Authority plans to become one of the best providers of nursery education with a £3 million proposal to expand facilities by nearly 1,000 places to 25,000 in 1987–88.

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Checks f special ne 'deficien

Local authority checklist ... tify children with learning ... are of little use to teachers ... to Mrs Julie Ollis, the co-ord... research project organis... Oxford Early Childhood Cen...

The project, which set out ... identifying and helping ... at an early age, uncover ... deficiencies in l.e.a. checkli...

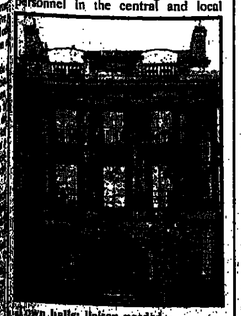
Mrs Ollis carried out a pre... survey of local authority ... between 1980 and 1983. S... little consistency in the ch... who responded. Seventeen ... use of tests, relying exclu... teacher judgement: only th... clear guidance on the interpr... checklist results.

In 22 of the checklists, qu... tions were designed to pro... teacher into giving subjec... ments about a pupil. Only ... any background information ... child.

There appeared to be lit... ment on the kind of informa... to be significant, Mrs Ollis s...

In general, she found ... understanding about child ... ment and the processes of ... This, she says, can be ... underlying cause of the diffi... disjointedness of much of the ... material."

Mrs Ollis concludes that ... to be a strong case for ... emphasis from testing and ... children's attainments to ... assessment and evaluation of ... parts of learning and teaching. ... sional tests may have consi... failure and defeat in the ... children and parents, and ... ence teacher expectations. ...



...ers, halls, liaison needed

Bert Lodge previews a major National Foundation for Educational Research study on appointments

New heads on unready shoulders

One in three newly-appointed heads upset the staff by referring back too much to the school they have left, researchers say in a book to be published early next year.

In *Secondary Headship: The First Years*, a team from the National Foundation for Educational Research surveys nearly 200 newly-appointed heads, together with more than 200 who had been in post three to eight years, and also questions 80 local authorities.

The authors, Dr Dick Weindling and Dr Peter Earley, say: "Many new heads made the error of frequently referring to their previous school in comparison with the new school ... Frequent reference to the need for change, accompanied by comments as to how well arrangements worked at the head's last school, upset many teachers."

The survey, which began with heads appointed in 1982–83 and ended in the summer of 1984, shows that about 80 per cent of all secondary heads appointed are new to the job, and the majority come from a different authority. The authors conclude: "These two facts taken together show why more attention needs to be given to the induction of the 250 new secondary heads who start each year."

While there was general agreement that the most important learning period was as a deputy head, the research showed most heads did not do enough to prepare their deputies for a headship. It is suggested they should be rotating the deputies' job responsibilities every two or three years to get them used to all aspects of school management.

Another useful exercise for deputies is standing in for the head for a while, but only one-third of the new heads had done this for a continuous period of more than two weeks. The report observes: "As more heads attend substantial management courses, a beneficial spin-off will be the experience gained by the deputy in running the school."

New heads also express the need for more help in working with the school governors. The obvious remedy is to let them attend governors' meetings as observers, suggest the authors.

Where courses are available the evidence is that they are valued more before than after taking up the headship. In addition, it is valuable for deputies to visit other schools. The book recommends an exchange of jobs between deputies for a term and concedes this is rarely found.

Attendance on at least one major management course before starting in a post was achieved by most heads. Local authorities welcome the Department of Education and Science initiatives in this area but would like to be consulted more about course content. "Generally, less theory and more practical relevance to the course members' schools is required," say Drs Weindling and Earley.

Authorities make some provision for new heads settling in, but are castigated in the book for not doing more. Few require outgoing heads to write a detailed report on their schools for their successors. And while preliminary visits are arranged, most heads in the study managed to spend only one to three days in their new school.

Similar visits are arranged to meet personnel in the central and local education offices, but these are also criticized. "In some cases, too many people were introduced and the new heads found the faces just became a blur. In other instances, a poorly-planned visit meant that few key staff were free to meet the new heads, who found it simply a waste of time."

The survey calls for an induction programme over several days for newly-appointed heads. At present, only a quarter of authorities run such courses for heads which last more than a day.

Where an authority has only a small number of new appointments each year, the authors recommend setting up a consortium with neighbouring authorities to provide induction. Another suggestion already practised by some authorities to overcome the problem of low numbers is to run a combined course for primary and secondary heads.

But the report cautions: "This can work successfully for some general components of the course, such as l.e.a. procedures, but for other topics it is best to divide heads into separate groups, as many new secondary heads felt their needs differed from their primary colleagues."

One idea, implemented by only 14 per cent of authorities at the time of the research, is to link each new head to an experienced "mentor" head. The researchers found that many new heads were reluctant to seek managerial advice from officers and advisers, and would prefer to go to other heads in the authority.

"There is, however, a need to avoid pairing heads who are competing for children in the same catchment area and to ensure that the heads have reasonably similar educational philosophies. This type of scheme, which is easy to set up, should be provided by all authorities."

Other suggestions include a panel of experienced heads as "consultants" to supplement the authority's advisers and officers. Another useful tool for the new head is a handbook "about who does what" and general procedures in the authority. The researchers found only 38 per cent of employers providing such written guidelines.

All-round experience: essential

How the N.H.S. has sharpened up nursing recruitment.

At the moment, most people who want to train for a nursing career apply to more than one school of nursing.

Which involves a string of references for each one and a pile of unnecessary paperwork.

But now the red tape and wasted effort will be cut out thanks to a new organisation managed by the English National Board for Nursing, Midwifery and Health Visiting. It's called the Nurses' Central Clearing House.

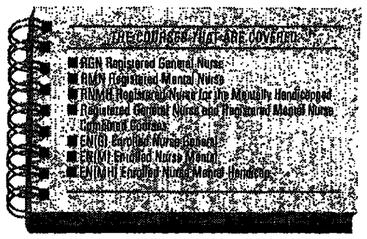
Nurses-to-be wishing to commence their training after 1 September, 1987 should now apply to the NCCH. (For earlier courses they should apply direct to the colleges of their choice, as they do at present.)

Like the university system, UCCA, the NCCH will then co-ordinate applications to the candidates' six preferred schools in England. And, after their interviews, successful applicants will only be allowed to hold one place.

If their choices prove unsuccessful, they go into a 'pool' from which unallocated places can be filled.

The nursing courses shown can be taken all year round, so we'll be operating all year round.

For £6.00 each applicant receives a comprehensive handbook listing all 180 schools of nursing in England and their entry requirements. They also receive the single application form needed to enter the Clearing House system.



Comprehensive Registered General Nurse and Registered Sick Children's Nurse RGN/RSCN. This course has been running in the system since 1 November 1985 and anyone wishing to apply for this course commencing from September 1986 onwards may apply at any time through NCCH.

Careers advisers and teachers can obtain their copy of the handbook for just £3.00. It will also be made available through libraries, schools and job centres.

We should point out that, although the way into a nursing career has been made much simpler, the career itself demands as much dedication, determination and understanding as it ever did.

The application is less painful, but the applicants will have to be just as sharp.

Our address is: NCCH, P.O. Box 346, Bristol BS99 7FB.

Nursing

NEWS

James Meikle reports from the National Association of Inspectors and Educational Advisers annual conference at Bristol – where appraisal was the main topic on the agenda

A stylish canter by the fresh thoroughbred

Angela Rumbold: engaging

The appraisal of Angela Rumbold deemed her fit for at least the entry grade as Minister of State.

Her audience found her less depressing than her hero Sir Keith Joseph, who seemed at the same conference last year too ready to accept – in the advisers' eyes – the low priority that Cabinet colleagues put on the service.

Mrs Rumbold's frankness was engaging. She did not know what the Cabinet was thinking and she herself did not make priorities, she said in answer to a question about central government attitudes to education.

"I just argue for my own cause – your cause is my cause." Can you imagine Sir Keith Joseph ever saying "I have grown to love the service very much indeed"?

But then by upbringing at least Mrs Rumbold is one of the girls and boys of local government, having had her training as a past chairman of Kingston's education committee, the Association of Metropolitan Authorities' education committee and the Council of Local Education Authorities. She has also spent many hours at Burnham Committee meetings.

"When I was in local government, you wondered how on earth one could get central government to understand your problems, particularly in education," she said.

She didn't use her newly exalted position to promise a new abundance of cash but she did at least hint that it was time for a reconciliation.

Mrs Rumbold also provided a strong contrast to her predecessor as minister of state, Mr Chris Patten. He seemed a deeply interested outsider, who did his homework assiduously, talked earnestly and in detail about matters that interested teachers, and told them seriously and sincerely how good most of them were.

She was altogether more chatty and chummy in this first confident public appearance. "There are no secrets about a woman's age these days," she quipped, referring to newspaper articles about her history.

She writes her own speeches, clearly preferring plain speaking to Civil Servicese. "Your language is totally different from anything that any other collection of human people have managed to dream up," she joked in an unscripted reference to some of the acronyms that abound in education.

She read an extract from her new *Better Schools* – which "you know a lot better than I do" – and then added: "this is the obvious, we sometimes escape into strange phrases".

Mrs Rumbold's phrases are certainly clear, and she actually made appraisal sound quite exciting. "Witch-hunts and carrots for all are not part of the scene," she said.

No, but horse racing may be. "As a thoroughbred we have been hoping for a win, looks as though it is approaching starting price. As a punter I have placed my bets and am picking up the binoculars."

It was not all change, however. Many of the made the new customary important noises: teachers as well as buttering up her less educational inspectors and advisers. And she could not avoid repeating that hoary much loved by Sir Keith, adopted by Mr and even used by Mr Baker, to whom, he she never referred. She seemed, how keep on talking about Sir Keith – "a man conviction and honesty".

The buzz-word? – effective. Mrs Rumbold

President calls for regional authorities

Regional education authorities with more independence and spending power should be set up to replace the present "fudged" local and central government partnership, Mr Jim Stephenson, the new president of NAIEA, said.

Money should come either from greater powers to raise their own income, leading to a corresponding drop in taxation-paid education, or more centralized funding, with a cut in local rates.

Mr Stephenson was not worried that new regional bodies might not be directly elected. The system need not lend to any less parental or community involvement in education, he argued, pointing to the potential for personal treatment and "patient power" in regionalized health services.

Proposing an agenda for more clarity and sense of direction, Mr Stephenson warned that the present so-called education partnership was being suffocated "either by design or accident or both".

"The present deliberate fudge helps no one except crafty politicians and perhaps civil servants ever anxious to identify new buck-carriers. The existing mess provides a copper-bottomed recipe for procrastination, confusion and waste.

"The distinction between a Secretary of State who proposes and local education authorities who dispose, serves little useful purpose, and is frankly not understood by the nation at large. In many ways we get the worst, rather than the best, of both worlds."

Mr Stephenson, an adviser with Lancashire County Council, also said there was an urgent need for one government department to be responsible for all practical education and training.

Jim Stephenson: Partnership suffocated

'Appraisal should help to weed out poor staff' – Hart

Teacher appraisal documents should be used to help get rid of incompetent staff, Mr David Hart, general secretary of the National Association of Headteachers, told the conference.

He stressed that the use of documents to start separate disciplinary procedures would be a last resort, but refusal to take account of appraisal results in considering dismissals would devalue the whole exercise.

Mr Hart, general secretary of the National Association of Head Teachers, is aware that his comments may cause tensions with other unions in the continuing negotiations about national guidelines on appraisal and the setting up of pilot projects.

In recent months, there has been general agreement, from Government and local authorities as well, that appraisal should be used to help teachers, career development rather than as an instrument to weed out bad teachers.

There are, however, still differences over the ownership, privacy, and use of appraisal documents.

Mr Hart said that if teachers did not come up to scratch, after more training, counselling and general encouragement, heads would have to report the facts to education officers.

Heads would be deluding themselves if they did not believe that appraisal would throw up a small minority of incompetent teachers, he said. "If we thought that, we would not only be devaluing the appraisal system in the eyes of the Government, which doesn't worry me over much, we would be devaluing the appraisal system in the eyes of governors, in the eyes of parents, and in the eyes of the general public."

Mr Duncan Graham, chief education officer of Suffolk, who heads a research team that has done much to allay teachers' fears over appraisal, also warned that staff assessment documents could not "end up hidden in a cupboard". But he argued that appraisal should not be directly linked to promotion or discipline.

Both Mr Hart and Mr Graham doubt whether a national system of appraisal can be started next September, as envisaged by the Coventry Heads of Agreement.

Pilot schemes which were meant to be under way this term are unlikely to start before January, and only then if there is agreement on the salary and conditions of service implications.

Government is ready to pay for much of it.

The costs of appraisal are still difficult to estimate because of uncertainties about how schemes would operate and how often individuals would be assessed.

The NAHT believes a countrywide system could cost £50 million to establish. The Suffolk estimate is slightly cheaper, based on a £110 bill for each appraisal. Both estimates fall short of the £100 million price tag of the National Union of Teachers.

All parties have also warned however that there could be a big extra training bill and demands for more equipment and staff as a result of appraisal.

Mrs Angela Rumbold, the new Minister of State for Education, assured the conference: "You can take it from me that the Government will be under no illusions about the time and manpower elements of appraisal or about the price tag that is attached to this package."

Pilot schemes would give a clearer idea of the cost, she said.

She showed some frustration at the time that talks about schemes were taking but added "we no longer think of *if* appraisal arrives but *when* appraisal arrives."

Mrs Rumbold offered some thoughts on how advisers could be involved in teacher appraisal – adding expertise in small schools and moderating the results of in-school appraisals.

The advisers and inspectors themselves are still working out their policy – realizing that a national framework for appraisal of their performance, and that of education officers, is not too far off.

Some are trying their own pilots already. They have no great desire to be direct appraisors of all teachers – one speaker pointed out that in his authority, each adviser would only get 2 minutes, 47 seconds, to appraise each teacher, not counting travelling time or any other responsibility.

The advisers were also concerned about possible conflicts with governors, soon to be given more powers over appointments of staff. They felt there could be differences between the opinions of lay people on school governing bodies and the judgements backed by professional education practitioners.

Peter Coleman: measures of educational standards too bureaucratic

Never mind the quality

The bureaucratic methods of measuring educational standards were criticized by Mr Peter Coleman, director of education for Avon.

He said that reliance on performance indicators and value-for-money approaches seemed based on an attitude of "never mind the quality, feel the width".

"They dwell upon what is easily measurable rather than what is important. I find myself very concerned that the Audit Commission dwells so much on things like staff-student ratios and tends to overlook the subtle but vital educational process taking place between teachers and students."

Continuing his theme of measurement, Mr Coleman said the popularity of a school is to be the sole criterion in the event, for example, of reorganization, the wrong schools may arrive at be closed."

Advisers fear losing pay parity with headteachers

Educational advisers and inspectors are annoyed at suggestions that the teachers' new salary structure, agreed in principle at Coventry, would not necessarily result in a knock-on bonus for them.

There are about 4,500 advisers, educational psychologists and youth and community service officers whose pay is linked to that of heads but formally negotiated through the Soulbury Committee.

This means, for instance, that the pay of a subject adviser in an authority with fewer than 230,000 residents is equated with that of heads in the present Burnham groups six and seven. A principal educational adviser in a large authority would be paid on a par with a group 12 or 13 head.

The advisers, who include former heads, deputies and senior teachers, argue that they will only be able to attract able staff into their ranks if salaries remain at this level.

They say that many of their conditions, including holiday entitlement, are already worse than those of teachers.

The warning not to assume that salaries would remain linked was made by a local authority adviser to *The TES* soon after the annual conference of Coventry Heads of Agreement.

The Soulbury Committee has not met since a pension scheme was thrashed out for teachers. Representatives of five organizations, who negotiate with employers on one side, are expected to meet yesterday and a settlement was expected.

Soulbury is responsible for the salaries of school meals managers, whose salaries are linked to those of local authority administrative, professional and technical officers.

Virginia Makins looks at proposed reforms for the public schools' entry exam

Common Entrance on a streamline course

A proposal to reform the main entrance examination to public schools, and bring it more into line with the new General Certificate of Secondary Education, has been sent back to the drawing-board because it received a very mixed reception from heads of preparatory and public schools.

The Common Entrance Examination is the bane of every 13-year-old prep school-boy's life. (Girl's public schools mainly recruit at 11 or 12: very few demand the full 13-plus Common Entrance.)

The exam consists of written papers in English, mathematics, science, French, history, geography, scripture, and usually Latin. A recent option to reduce the load by allowing one general paper to be taken in place of history, geography and scripture has been taken up by very few schools.

Last year, a working party under the chairmanship of Mr Ian Beer, head of Harrow School, met to consider the transfer arrangements between prep and public schools, to review different options, and to make proposals.

Facing the facts: prep school boys must absorb a plethora of knowledge

Laurie Sparham

'Examinations should reflect rather than determine the curriculum'

Its first discussion report began: "Our starting point is that examinations should reflect rather than determine the curriculum. With Common Entrance and scholarship examinations, there is substantial conce.n that the reverse may be the case."

The report said that the present exam crowded practical and aesthetic subjects out of the timetable, and made it difficult for schools to offer a balanced education. There was no possibility of adding yet more subjects, such as art or craft, design and technology, to the Common Entrance – the exam was already considered to be too long.

The report also took account of the changes coming in with the GCSE, with more emphasis on oral work and practical achievement, and more continuous assessment.

The working party's proposal was to keep five written papers – compulsory English and mathematics, and a choice of any other three from the subjects now examined. In addition, schools would draw up compulsory profiles of pupils' achievement in the other subjects, and also in art, CDT and in music.

There would also be optional subject profiles for computing, drama, Greek, other modern languages, and other areas of interest, such as astronomy "to encourage prep school teachers to share their knowledge and enthusiasm."

The report caused a furore in the prep school world: "Passions run incredibly high over the Common Entrance," said one member of the working party. One group of Home Counties heads tried to whip up support for a statement prophesying a decline in national standards if Common Entrance went down the dangerous path of the GCSE.

"The risks of precipitate and irreversible change far outweigh any advantage that might be gained by the immediate implementation of the working party report," they maintained, and they predicted that there would soon be a retreat fro the new GCSE.

But other heads argued that the Common Entrance was forcing them to spend their time cramming boys with a large body of knowledge, instead of educating them for the real world through a broad and interesting curriculum that fostered study skills problem-solving and co-operation. "A lot of us like the philosophy of the GCSE – giving children a chance to show what they know not what they don't know," said one head.

Faced with such dissonance, the transfer working party retreated, and produced a second report which recommended that the Independent Schools Curriculum Committee should start experimental work on profiling, graded tests and other examining techniques.

The new report hopes that this work will lead to a system that is flexible enough to promote a broad curriculum up to 13 "without total dependence on conventional examining." The working party will continue to meet.

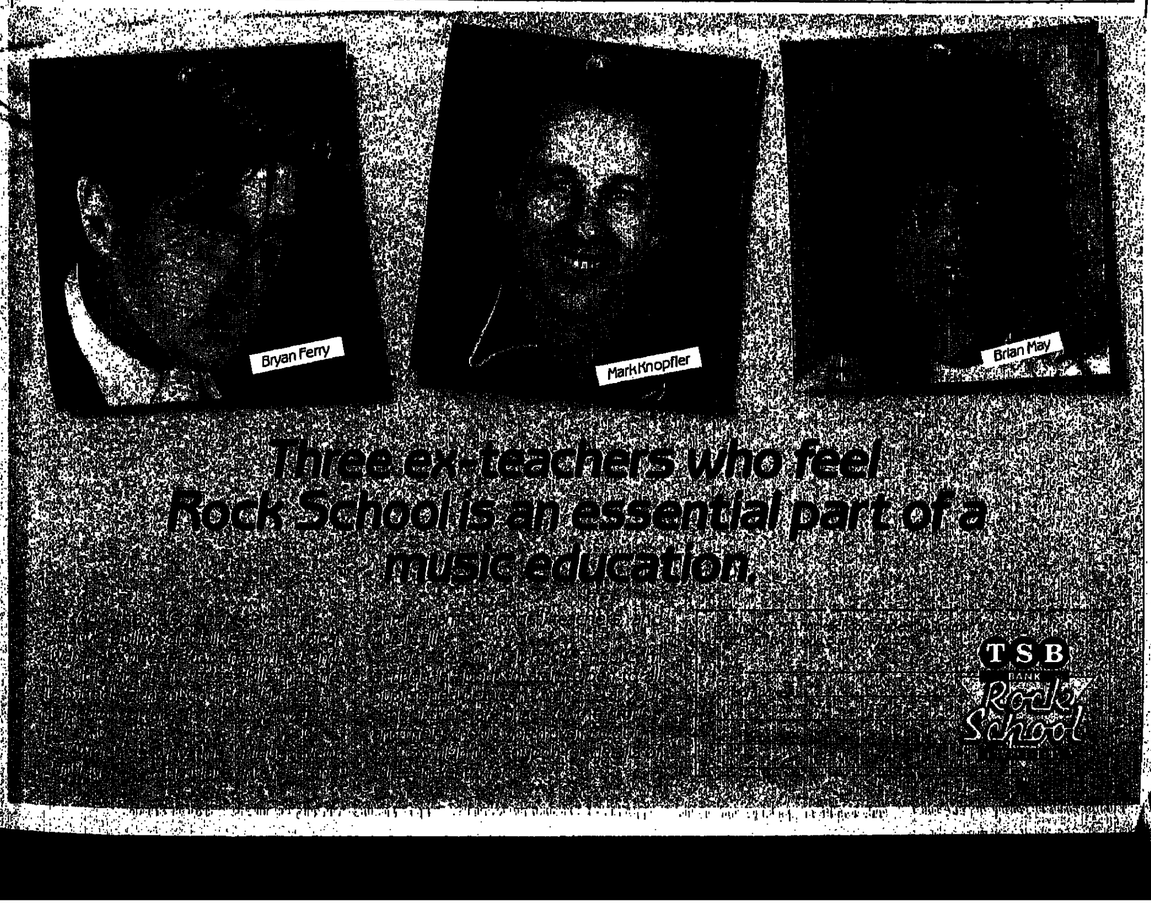
"We're not backing off – we can now evolve quietly and still end up with what we wanted in the first place," said Mr Beer. "There was wide agreement after the first report that it is extremely important that we go on working at the problem."

Mr Beer is concerned that the Common Entrance neglects important cultural and technological aspects of the curriculum for eight and nine-year-olds who will grow up at the turn of the century, and that it is "an exam which means that a whole lot of kids don't get many marks".

'The risks of irreversible change far outweigh any disadvantage'

Mr Christopher Everett, head of Tonbridge School and outgoing chairman of the Headmasters' Conference, believes that "there is now general agreement that something will have to be done to solve the two almost contradictory problems of the Common Entrance – that the exam is too long and complicated, and that it constricts the curriculum too much."

"There will be a steady transformation, rather than a slam bang change," he said. But others are less optimistic. "We seem to be in for boring attrition, as usual" said one prep school head.



Punjabi passes

by Lindsey Darking

Teacher Gurdial Singh Mahli and four of his pupils are celebrating after a record O level success.

The pupils, from Clifton middle school in Ealing, all passed Punjabi O level this summer – and they are only 12 years old.

From left to right, they are Kamaljeet Kaur Janjua, Kiranjeet Kaur Dehli, Jaspal Singh Merbay and Pardeep Kaur Kooner. They obtained three grade Bs and one grade D between them in the JMB exam, which they took after three years of study in their spare time.

Mr Mahli, who teaches at the school, said he believes it is the first time such young pupils have been entered for the exam.

"Some people doubted whether they were up to it, but I was confident from the beginning.

"They didn't like me at first because I pushed them to study hard and speak Punjabi at home. But now they are thrilled they made the effort."

L.e.a.s blamed in deaf dispute

by Valentine Low

Politicians and local authorities have been blamed by the National Deaf Children's Society for "enormous delays and in some cases apparent intransigence" in three cases where deaf children have missed school.

Ms Jane Speedy, NDCS education officer, said she was increasingly concerned, and suspected that similar cases had not been brought to her attention.

In one case, that of 12-year-old Jane Enright of Brent, north London, the NDCS accuses the l.e.a. of basing decisions on politics rather than need. The l.e.a. wants Jane to go to a maintained special school rather than the non-maintained one which her family prefers, and which the NDCS says is larger and cheaper.

Brent says it is legally obliged to put the needs of the child before the cost of the education. Councillors from all political parties and education staff agreed that Jane would benefit most from attending a special hearing unit attached to a maintained school, said a council spokesman. She would get tuition at home until an appeal was heard.

The case of 11-year-old Samantha Burgess, of Hastings, East Sussex, has been going on for 18 months. Her parents want her to go to the Mary Hare Grammar School for deaf children, but East Sussex education authority decided that a local community college would be more suitable. Her parents are appealing to the Education Secretary.

The dispute over David Melling of Blackpool dragged on for two and a half years, causing the family great stress, according to the NDCS. His family wanted him to go to the only Roman Catholic school for deaf children in the country, St John's School, Boston Spa. They appealed to Lancashire l.e.a. and the Education Secretary, but lost both appeals.

Mr Harry Clayton, director of NDCS, said: "It was the intention of the 1981 Education Act to protect the interests of parents and children. All too often it is used as a weapon against them. The delays, which local education authorities and the Department of Education and Science seemingly encourage, are an added burden on parents who are trying to make the right decision for the child's future."

New degree

Salford University has introduced a degree course in information technology, focusing on the use of computers to improve performance in industry and commerce.

Merridale returns as champion of shires

by Richard Garner

Mr Philip Merridale, who led teachers' pay negotiations for the employers' side until just over a year ago, has stepped back into the centre of the education arena.

Mr Merridale, who is the Conservative chairman of Hampshire County Council's education committee, lost the leadership of the Burnham management panel early last summer after Labour and Alliance successes in the 1986 local government elections.

At one stage, with political control in the authority on a knife edge, it also looked as though he could lose the chairmanship of his own county's education committee.

However, he has bounced back to take over the chairmanship of the Association of County Councils' education committee in succession to Mr Arthur Harries, the independent councillor from Dyfed in Wales.

Mrs Josie Farrington, who chairs Lancashire County Council's education committee, has been elected as his vice-chair for the next year.

Labour had been optimistic about winning the chairmanships of all the ACC's committees when Mr John Allison, from West Glamorgan, was elected the body's chairman.

However, the Conservatives are still the biggest party on the ACC – although they cannot command an overall majority.

Josie Farrington

Philip Merridale

Mr Merridale led for the employers' side in negotiations for two years while they were in dispute with the teachers.

He incurred the wrath of the National Union of Teachers when he compared delegates at their annual conference to "orang-utans" after they had voted to escalate industrial action over their pay claim.

The return of Mr Merridale is the more surprising since at one stage it was thought he might lose his seat on the ACC altogether.

Alliance councillors in Hampshire who, with Labour and Independent support, could muster enough votes to defeat the Conservatives, had threatened to exclude him from the county's delegation to the ACC.

With the loss of another Conservative seat in a by-election, it looked as though his chairmanship of Hampshire's education committee was at risk.

He survived both threats and now looks set to play a leading role not only on the ACC's education committee but probably in discussions on teachers' pay and conditions as well.

Ulster low on science

by Carmel McQuaid

Boys and girls in Northern Ireland are less enthusiastic than those in England about A level science, a survey among 1,434 sixth-formers in Ulster grammar schools has shown.

While the 2:1 ratio of boys to girls taking science subjects is the same in both places, the percentages differ widely, England's 44 per cent boys and 22 per cent girls contrasting with the province's 34 per cent boys and 18 per cent girls.

The Queen's University researchers, Mr Alex McEwan, Ms Carol Curry and Mr John Watson, also report that science continues to be a masculine domain, where twice as many boys as girls choose three science A levels.

Boys in co-ed schools are also more likely to take more mathematics/science A levels than those in single sex schools, but no such difference was observed for girls. Those least likely to study any A level physical science subjects are girls, both Catholic and Protestant, in single sex schools, whose parents are manual workers.

Higher cost of Tory meals

by James Meikle

Conservative education authorities charge, on average, 10p more for a school meal than Labour ones do, Mr Frank Dobson, the shadow health spokesman, said last week.

Some hung councils and authorities controlled by independents also charge high prices. Mr Dobson said Labour authorities charged an average of 57p – with five charging less than 45p.

The average cost of a meal in authorities controlled by independents, mainly in Scotland, was 64p. Authorities where the Alliance was in control, or held the balance of power, or where no party was in overall control, charged 65p on average. Tory councils charge 67p on average.

The Scilly Isles, controlled by independents, was the first authority to charge £1 for a meal. It was followed by Avon (hung), 77p, and Somerset (hung), Harrow (Conservative) and Buckinghamshire (Conservative), all 75p.

Buckinghamshire was about to follow Dorset, Hereford and Worcester and Lincolnshire, all Tory, in scrapping its meals service; except for those children entitled to free meals.

Creative arts 'central to TVEI'

The creative arts should be seen as a core element of the Technical and Vocational Education Initiative, Mr Barry Upton, advisory teacher for TVEI in Cheshire, told a recent conference in Devon.

"The creative arts provide the best means I know of developing the child's awareness of him or herself and of others," he said. "By its very nature, the subject provides opportunities for pupils to work and participate actively."

The message of the conference, attended by a range of people involved in the arts within TVEI and the Certificate of Pre-Vocational Education, was summed up by Ms Anne Snelgrove, head of drama at Francis Hill School, Camberley, Surrey. "The arts have to get involved," she said. "TVEI is possibly one of the most far-reaching agents of curriculum change this decade. We ignore it at our peril."

IN BRIEF

Dunn backs delegation

Mr Bob Dunn, the education minister, has urged local education authorities to delegate more financial decision-making to individual schools.

He told an international seminar of educationists, architects and administrators in Cambridge that he was looking for "evolution, not revolution". Twenty l.e.a.s had started such programmes to delegate financial responsibility to schools.

He said: "I know that some authorities have recently introduced schemes for local management in such areas as energy conservation and teacher charges whereby a school is encouraged to improve efficiency by being able to retain a proportion of the savings."

Grants plea

Mr John Davies, the director of the University, College and Professional Publishers' Council, has called on the Government to ensure student grants are high enough to enable students to buy books to be brought.

Design counsel

Pupils following Certificate of Pre-Vocational Education syllabuses at Beechen Cliff school, Bath, are getting a taste of the real world of design as they present design recommendations to local councillors for part of the school.

CEO arbitration

The pay dispute involving chief education officers and other senior council staff is to go to arbitration following the employers' refusal to increase their offer from 5.5 per cent.

Extra posts

The London borough of Hillingdon is considering employing more than 30 extra teachers to improve pupil-teacher ratios in primaries, provide more for special needs education and cope with the extra workload of secondary reorganisation.

£3.5m proposal

Staffordshire County Council plans to employ 40 more teachers, spend £3.5 million on building improvements and buy more new technology for schools under a £3.5 million proposal for next year. The Labour-controlled authority is expected to approve the package on October 9.

Computer cash

Warlingham county secondary school in Surrey, has received £1,000 from Commercial Union Assurance to buy two computers for a new GCSE course in business and information studies.

YTS man on move

Mr John Lee, MP for Pendle and Colne, has been appointed Parliamentary Under Secretary of State for Employment. He moves from the Ministry of Defence where he was responsible for the MoD's Youth Training Scheme.

Review contest

Essex library service and the Essex Arts Association are organising a literary review competition, offering prizes for would-be critics able to offer an opinion, in fewer than 50 words, on one of 100 overlooked and unfamiliar novels.

Parental role

Parental involvement in the primary curriculum proved such a fascinating topic at Exeter University's summer education conference last week that the lectures have been supplemented by a second series, *Parents and Primaries*. Copies are available from the Curriculum and Resources Unit at the University of Exeter, School of Education, St Luke's, Exeter EX1 2LU.

Book display

An exhibition of Pitman Publishing's college textbooks will be held in the gallery at Foyles bookshop, London, on October 3-6.

Public schools are leading a move to practical courses in information technology

Harrow brings a touch of class to City and Guilds

The City and Guilds of London Institute, purveyor of trade qualifications to the manual working classes since 1878, has now gained the patronage of their betters. Pupils at half-a-dozen leading public schools are studying for a City and Guilds' information technology certificate which may lead to their using word-processors in exams such as the GCSE.

The schools have chosen CGLI instead of a school examing board because they want their pupils to learn useful practical skills.

Many school computer studies still concentrate on teaching pupils to write programs in computer languages or about how computers work, and if schools offer word-processing instruction at all, it is usually as part of an office training option.

That approach is increasingly seen as irrelevant to the way computers are used in most jobs. Employers want people who know how to use computers already programmed to operate as word-processors, to make financial calculations, or to keep records.

The new City and Guilds certificate of basic competence in information technology aims at getting pupils to master the use of computers in at least one of these roles. It also teaches them about the hardware and software used in industry, and familiarizes them with the technical jargon.

The idea of the course, which is at present being piloted in 30 schools, half of them in the private sector, came from Mr Ian Beer, headmaster of Harrow. He believes that word-processing will replace typing and handwriting before long in higher education as well as industry, and wants his sixth-formers to master the skill before they go to university.

Mr Beer thought at first of trying to get a school examination board to devise a suitable syllabus, but found the officials he approached were not very interested. Then Sir Raymond Lygo, chairman of British Aerospace, heard about the idea, and asked the CBI to back it. They persuaded Mr Beer to start discussions with City and Guilds.

Mr Beer (whose brother, Professor Stafford Beer, has for decades been a leading prophet for the information society) told *The TES* this week: "I must confess that I would not myself have thought of going to them, but I have nothing but praise for the way they are handling this. I am very glad to be working with them."

City and Guilds, which is sending its own assessor to monitor the pupils' progress, says that the course is intended primarily for sixth-formers, whether they are preparing for higher education or going straight into industry or commerce. But Mr Beer says he hopes that before long his younger pupils will also be able to tackle the course.

One place where he would like to see pupils using word-processors is in academic examinations. "The position is not very clear at the moment," he says. "One of our pupils who used a processor for his project had the work sent back to him by the board concerned, but I understand that the governing body of that particular board is about to consider the issue in general".

Harrow headmaster Ian Beer: boys use word-processors to correspond with him.

Some Harrow pupils, including new boys, who are encouraged to send their impressions to the head, already write to Mr Beer on word-processors, which are available in each of the houses.

Rugby, Lancing, Oundle, and Fettes are among the other schools taking part in the pilot programme, under which course fees are being paid by industrial companies. Later this month City and Guilds will offer the course to all schools and colleges, suggesting that it is suitable for studying alongside GSCE, A levels, or even diplomas and degrees. It requires around 20 hours of teaching time.

Boardroom practice for sixth forms

Britain's leading management college is to provide free courses for its local sixth-formers.

Ashridge management college in Hertfordshire has invited pupils from ten schools for a weekend course this month and next, as part of Industry Year. The courses are potted versions of many of the activities which make up the college's costly training for middle and senior managers.

Sixteen factory managers will lead the pupils in discussion syndicates and there will be talks from Mr Brian Wolfson, president of the British Institute of Management and Professor Simon Majaro, Cranfield management school, on opportunities in industry. The sixth-formers will also practice how to handle selection interviews with experts, using closed circuit television.

The courses, which would normally cost £400 for each student, plus VAT, are free and the college staff and factory managers are giving their services voluntarily.

Mr Mark Ryan, director of external relations said the college wanted to do something practical for industry "instead of the ritual stuff which we don't think is all that effective."

Headteachers from the schools spent a day at the college last month sampling some of the training sessions which have been prepared for their pupils. Mr Ryan said: "Because we propound the need for business to be managed effectively to make profit there were some leftwing criticisms expressed, but by the end of the day most of the heads were asking whether we could make this an annual course."

Threatened quango has hope of winning MSC support

The Manpower Services Commission is thought to favour the preservation of the Further Education Unit, the outspoken quango which the Department of Education and Science is seeking to abolish.

The commissioners will consider at their meeting this month their formal reply to the DES consultative paper which favours merging the unit with the local authorities' Further Education Staff College (FESC). The CBI and TUC representatives, who make up the main block of commissioners, are understood to dislike this proposal – partly, perhaps, because they are not enamoured of local authority control over FE activities.

The FEU, on the other hand, has not hesitated to criticize the authorities on occasion, as well as central government; and although the unit is not always kind about the Commission's activities, the MSC values its practical work and employs it on a variety of projects.

In any case, both the commissioners and their senior officials have some difficulty in understanding why the DES now wants to end the independent existence of the FEU when, earlier this year, the Employment Secretary urged the commissioners to make more use of its services.

The local authorities themselves are not rushing to grab the DES gift offer. The Association of County Councils' response will almost certainly make it clear that the association values the FEU and can see no good reason for tampering with it. It will stress that if there is to be any change it must preserve the close links between the unit and the local authorities.

In effect, this would be saying that the ACC was reluctantly prepared to accept the FESC merger as a second best.

The AMA's view is less predictable: members will be deciding their attitude at a public meeting of the education committee in Birmingham next month, but they too are unlikely to greet the merger proposal with any enthusiasm.

Most of the FE professional bodies, including the college principals and NATFHE, the lecturers' union, have indicated that they will strongly oppose any change in the present arrangements.

Anne Jones: strengthening links with industry

Revolution in attitudes towards industry needed

The whole community must help to reverse the anti-industrial attitudes formed at school if Britain's re-industrialization is to succeed, says Sir Geoffrey Chandler, director of Industry Year.

Neither re-education nor re-industrialization could be achieved without each other, he told a speech day at Cranford community school in London.

The cause of Britain's industrial decline lay in "an inherited culture and set of attitudes that are reflected in our education and lead us to regard industry as somehow morally and socially inferior to the learned professions". This culture had to be reversed.

Sir Geoffrey said the current revolution in education would only succeed if parents and employers changed their attitudes towards the involvement of industry in the curriculum and the acceptance of continuous assessment and profiling.

The target of Industry Year was to see all schools setting up links with companies and getting involved in practical exercises such as work shadowing.

Cranford school, recently commended by HMI for its staff development, pupil achievement and approaches to curriculum change, had been strengthening its links with industry and the community at large, Mrs Anne Jones, the headteacher, said. There was a member of the Hoechst chemical company on the board of governors and all pupils went on work experience.

There was also a substantial programme aimed at making adults more employable. This included a youth training scheme for British Airways and a women's skills training project.

Edited by Mark Jackson

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Sue Surkes looks at the inspectors' first fact-finding foray to West Germany

HMI bring home thoughts from abroad

Poetic words and enthusiastic talk about important messages for England and Wales are hardly the stuff one expects from Her Majesty's Inspectors.

But both are present in their first published account of a visit to West Germany.

The natives are not only keen on *Vorsprung durch Technik*, it seems. They also have an education system based on broadly-accepted curricular and assessment guidelines, staffed with highly-trained and well-paid teachers and geared towards youngsters who are able to keep their options open until the end of their school and training careers.

The inspectors credited the West German system with more apparent success than the English one in retaining large numbers of pupils in education up to the age of 17 and 18 – providing attainable goals for them to work towards and not hiving off different groups of teenagers in ways that cast them adrift from the educational mainstream.

The Inspectors said: "These arrangements in general education, linked as they are with a training system in which industry plays a leading and responsible part, combine to give a broad range of pupils a range of qualifications to aim for; the possibility of threading their way through an interrelated system; and a sense of hope in that they are not dropped out of the system early on."

The framework influenced the expectations of pupils, parents, teachers, employers and the nation as a whole.

"This wide agreement about education and its assessment is in itself an important message for English education where such agreement, undertaking and trust are lacking."

Six inspectors spent two weeks in the federal states of North Rhine-Westphalia and Bavaria last year observing – rather than inspecting – examples of good practice in curriculum guidance, examining and assessment.

They decided to publish their account because of the interest British educationists had shown in the West German system, the comparisons often made between the two countries, and the contribution such information could make to debate here.

They were impressed by the West Germans' uniform curricular guidelines which were developed in the individual states, discussed within a voluntarily convened national co-ordinating forum, and then finalized and implemented at federal state level.

There was a long history of detailed development work on curriculum guidelines for individual subjects at all ability levels, which led to "a greater confidence that pupils' work in each year and ability group bears a clearer relationship to subsequent work than is often the case in England."

Teachers' salaries are high by English standards

Melanie Friend

The inspectors looked at the *Notenskala*, a six-point grading system used in most schools, subjects and age groups for all written, oral and practical work for which marks were recorded.

"The scale may be too short for our liking, but the notion of a national scale, however imperfect, could have considerable applicability in pupil-profiling and other such developments," said the inspectors.

The *Notenskala* was also crucial to the flexibility which allowed pupils to cross the boundaries within the tripartite system of grammar, secondary modern and technical high schools.

The assessment system for the *Abitur* qualification, which opens the door to higher education, had potentially important messages. What had been taught determined what was assessed. Guidance indicated suitable levels of expectation. Oral testing was an important feature of all examinations.

And the element of continuous assessment made pupils aware of the need to qualify before the examination itself was taken.

The inspectors found that responsibility for assessment fell on teachers rather than external examiners. Teachers spent six years in training, including two years in the classroom learning the theory of assessment and gaining limited practice. Once appointed to their posts, they served two years' probation and were expected to carry on learning.

Up to the age of 55, they could expect to be assessed periodically themselves by heads, or inspectors in the case of the two states visited. The process enabled inspectors to monitor standards and helped federal states to determine the movement of teachers to the next salary scale or towards headships.

For all these responsibilities came rewards. Teachers were accorded the privileged status of civil servants of the federal state. Their pay and conditions included monthly salaries that were "high by English standards", a specified number of teaching hours and an expectation that they should teach only those subjects, ages and school types for which they held qualifications.

The inspectors saw much they liked in West Germany but warned that aspects of the assessment system could lead to serious problems if translated straight into an English context.

The *Notenskala* was vague and not supported in curricular guidelines by clear statements on what constituted, for example, "adequate performance" (grade 4).

And with a system that aimed to keep all possibilities of movement between school types open, and where grades could be challenged in court, there was a danger that teachers would tread too cautiously, looking for fact rather than analysis.

"To English observers, while the amount and quality of oral work in classes were high, much of the written work seen was unduly theoretical and little concerned with the practical applications of knowledge and skills."

In their concluding commentary, the inspectors said: "Assessment carried out predominantly by the pupil's teachers, even with varying measures of external control, is clearly cheaper than our own examinations industry.

"But it is only low-cost when seen in isolation, for it exists within an otherwise high-cost system of expensively-trained and well-paid teachers working in high-quality and well-maintained buildings, and teaching carefully developed curricula in which much time, money and corporate effort have been invested."

Ultimately, the system worked because virtually everybody invested in it seems determined that it should do so".

Education in the Federal Republic of Germany – Aspects of Curriculum and Assessment, price £2.50, is available from the HMSO Publications Centre in London (01-622 3316). HMSO bookshops and accredited agents.

Excellence movement produces ordinary results

UNITED STATES

Bill Norris on why the Administration is putting a brave face on this year's aptitude test scores

The United States school reform movement, which was lauded by President Reagan last year for producing a record jump of nine percentage points in average scores on the Scholastic Aptitude Test, seems to have stalled.

This year's results, just released, show no improvement. At an average score of 906 – out of a possible 1,600 – they are identical to those of 1985.

The Government is putting a brave face on the figures, which continue to fall far short of the peak of 980 achieved in 1963, though they are better than 1980's historic low of 890.

Mr William Bennett, the Education Secretary, said: "Clearly the excellence movement has been having an effect, and we're holding the ground we've gained. But now we must push ahead with these reforms to ensure that we pick up steam again."

Many educators, however, have expressed disappointment that there has been so little progress at a time when states have been raising high-school standards and pouring new money into their schools.

To the dismay of many, the annual test scores have achieved a sort of statistical majesty on a par with the Dow Jones index or the gross national product. In the public mind, they have become an infallible indicator of the health or sickness of the nation's schools.

In reality, they are nothing of the kind. The multiple-choice SAT examination, which is used as an admission standard by many American universities, is purely voluntary and taken by only about 40 per cent of graduating high-school seniors. These tend to be the brightest and the best, and are concentrated in states with good academic reputations. In others, such as Mississippi, Iowa and North Dakota, as few as 3 per cent of eligible students take the test.

Ironically, when the average results are rated state-by-state, this puts South Dakota – which also had 3 per cent of its students take the exam – on the top of the heap with an average of 1,098. Iowa recorded 1,095 and Mississippi 1,011.

But no one seriously supposes that the schools in these states are better than those in Connecticut, for example, which only averaged 914 but where 69 per cent of pupils sat for the test. By most objective measurements, Mississippi's schools rank last among the 50 states.

This year's lack of progress is being explained away in part by the fact that more students, some 2.3 per cent, took the examination in 1986, and that most were in the lower reaches of their classes.

There is no analysis of the latest figures for the performance of various racial and ethnic groups, because student questionnaires are being redesigned. Recent years have shown some improvement in the scores of blacks, Hispanics and American Indians, but they have still lagged far behind their white peers.

In 1985, the college board, which sets the test, reported that blacks scored an average of 722 – 184 points lower than the overall national average – while whites had an average combined score of 940.

● The American College Testing Programme, which rivals the SAT exam in the west and midwestern states, has reported a slight improvement in results – by 0.2 per cent. Average scores rose to 18.8 on a 1-35 scale. However, fewer students take this test than the SAT, and it has never achieved the statistical significance of its competitor.

Poor scholars are not allowed to play for the football team

Parents attempt to kick games rule into touch

America's "no pass, no play" laws, which ban pupils from school sports if they fail to reach predetermined academic standards, are now on trial for being unfair to learning-disabled pupils.

For these youngsters, whose disabilities place them somewhere between able-bodied and severely handicapped pupils, the new rules have been traumatic. Unable to meet the requirements, they are finding themselves excluded from all extra-curricular activities.

The matter has come to a head in Texas. The first state to impose "no pass, no play" two years ago, it has an estimated 250,000 learning-disabled children.

A group of Texas parents are challenging the law in court. Mr Anthony Sheppard, the parents' legal representative, claimed that 60 per cent of such children fail at least one course during each six-week marking period, making them ineligible for outside activities.

The Texas law, Mr Sheppard says, "is punishment for being lazy. But many of these kids are extremely hard-working." He also contends that the law has disproportionately affected minority children, who suffer the lingering effects of educational and economic deprivation.

Texas authorities are fighting the case, pointing out that new amendments to the law permit committees of parents and teachers to waive the rules for some pupils. Mr Kevin O'Hanlon, the state's assistant attorney-general, said: "There's nothing wrong with requiring a kid, even if he's handicapped, to pass.

"If the committee properly assigns that kid to that room and says 'you are expected to perform', I think that's fair. The unfairness would come if the kid was improperly assigned, not in the application of the rule."

Ms Lynne Cannon, national president of the Association for Children with Learning Disabilities, disagrees. She says that in practice the accommodations are inadequate, cumbersome, and rely on the involvement of sophisticated parents.

"We can't just make these blanket rules," she said. "Children vary a great deal."

Others claim that pupils are being pushed out of the mainstream classroom into special education, where they will gain the higher marks that enable them to take part in games. But as a result they are missing exposure to many subjects.

A verdict in the case is expected in a few weeks.

Snarled up in a religious traffic jam

When the irresistible force of women's liberation meets the immovable object of religious conviction, normally something has got to give. But in the curious case of New York's *Hasidim* schoolboys and their female bus-drivers, nothing has given yet.

Six hundred youngsters from the mystical Jewish sect attend a school in Kiryas Joel, 60 miles from Manhattan – at least, they should be attending school. But right now they are standing at bus stops, politely waving empty school buses on their way. For Hasidic rules insist that the sexes should be separated, and that includes a prohibition on being transported by female bus-drivers.

Arguably, it was the ladies who started the problem. In the past, the buses for the *Hasidim* had always been driven by men, but a year ago they decided that this was discrimination. Bus routes, they claimed through their union, should be allocated regardless of sex. And they won.

Before the women could get behind the wheel, however, the *Hasidim* went to law and won a temporary restraining order. The 32 drivers responded by filing a human rights complaint in Manhattan's federal court, and the order was lifted. The sect, said the judge, had failed to demonstrate that "irreparable harm" would be caused by being driven by women drivers.

The point is debatable, if not on religious grounds, but the result was that the women drove the buses on the first day of school and the *Hasidim* refused to ride on them. Now the education authorities, caught between the rock of religion and the hard place of 32 determined females, are wondering what to do next. They have, after all, a legal duty to provide school transport.

For the moment, they are standing by the women drivers, refusing to reassign men to the routes. A further legal challenge is expected soon. Meanwhile, the Hasidic community's schoolgirls are travelling to school as usual – in buses driven by men.

Jostling in the race for space

SOVIET UNION

Juliet Butler reports from Moscow on widespread overcrowding in primaries

One of the few innovations introduced by the late USSR Communist Party's general secretary, Mr Konstantin Chernenko, was to proclaim September 1 a Day of Knowledge holiday. But the new break was marred for many by the chronic shortage of space in schools.

Despite impressive figures on the number of classrooms and schools springing up throughout the Soviet Union, overcrowding remains a thorn in the side of educational authorities. Yevgeniya, a teacher who works in Moscow's southern suburbs, explained that her school was built for 700 pupils but is attended by 1,300.

"For years now, it has been working two shifts a day – one in the morning and one in the afternoon." When a housewife, whose daughter's extra ballet lessons clashed with her afternoon shift, asked the local education committee if she could be moved to a less overcrowded school in the same neighbourhood, she was told that all the schools in her region worked on the same system.

"My daughter is only seven, yet she studies in the second shift at school and doesn't come home till 7.30 in the evening," complained Angelina, a single mother living in Moscow's Lenin Prospekt. "Now, winter is coming on, it will be like studying through the night."

The situation was not improved this autumn when an extra intake of six-year-olds was tacked onto the Soviet school system. Almost two million extra pupils filed off to form a new first grade this September. Soviet children normally start school at the age of seven, and many mothers were anxious about taking their youngsters out of cosy kindergartens and placing them into the hurly-burly of a large school with hundreds of teenagers.

"I wasn't worried when he went to kindergarten," says working mother Galina Simonova of her six-year-old boy. "I knew he would sleep well there and always eat on time. But how will this be organized in schools?"

The deputy minister of education, Mr Fyodor Penachaev, insists that Soviet schools are fully prepared for the influx of six-year-olds. Only the best, most experienced teachers will be dealing with them, he says, and the children will not only be given three meals a day but will have a special dormitory and playroom as well as a classroom.

Some teachers, however, are not so optimistic. "How can we talk about extra playrooms and bedrooms when there is not even enough space for all the other pupils?" wondered one teacher of juniors.

But overcrowding is not the only problem troubling parents and teachers in the Soviet Union. Six-year-old Sasha Smirnov from Ryazan – like 40,000 other schoolboys in the eastern Russian town – was crestfallen at having to attend the first day of school without uniform. Unable to buy them in state shops, some desperate mothers turned to tailors to have uniforms made up at the last moment. But despite their efforts, 300 of the town's boys still turned up at the start of the month without them.

"The problem of school uniforms", announced the Government-run newspaper *Izvestia*, "is a worry for every family with a school-age child."

School uniforms are obligatory for all pupils from the first grade upwards. The attractive girls' uniform was inherited from Tsarist days. It includes a chocolate brown pleated dress with white frills around the neck and sleeves, and a black or white pinafore.

Younger girls are expected to wear large white bows in their hair. Boys wear dark blue jackets and trousers, and all pupils aged between nine and 14 years wear bright red Pioneer – Children's Communist League – ties.

The Soviet capital had no shortages – but plenty of queues as mothers from all over the Russian Republic poured into the city to stand in line for the elusive uniforms. "I had no trouble buying an outfit for my eight-year-old daughter," said Veronika, a Moscow housewife, "because I had plenty of time to stand in queues. But then I had to buy extra ones for my nephews and nieces living in Siberia. They sent me the measurements and I sent them back the uniforms."

Chronic overwork and poor health dog secondary staff

CHINA

Geoffrey Parkins on why Peking is finding recruits thin on the ground

Secondary teachers in Peking are plagued by poor health and bad housing, according to a recent survey of the capital's schools.

In some middle schools, staff were working an 18-hour-day, and 90 per cent suffered some form of chronic illness.

Poor health was the most serious problem, said the survey, which was carried out in response to masses of letters sent to city authorities and newspapers complaining of the worsening conditions under which teachers are forced to work and live.

In Peking's Middle School 122, for example, almost every teacher had some kind of health problem. At the city's Yu Cai Key middle school, 90 per cent of its teachers suffered from chronic illnesses, while at Middle School 96 the figure was 74 per cent (103 out of 140), with another 26 suffering from high blood pressure.

The survey stated that teachers' poor health was generally closely connected with "excessive workloads". It said it was common to find teachers, particularly those over 40, working a 16-17 hour day, mainly because there were too few well-trained recruits entering the profession.

At Middle School 66, a 58-year-old senior-grade English teacher was found to be taking six courses for three graduate classes every day – from early morning to midnight. Added to this, she had to correct homework and carry out administrative work during the night. As a result, said the report, she now suffers from heart disease, anaemia, bronchitis, cataracts and intestinal problems.

Most middle schools have tried in vain to obtain college and university graduates to ease the workload of existing teachers. But, with such low salaries, heavy workloads, poor working and living conditions on offer, and the low status attached to the job, few graduates wish to enter the profession.

The Yu Cai Key school was assigned seven university graduates last year, but only two took up their posts. Middle School 16, which received six graduates last year, decided to train some of its own students, for the teaching posts, but none was interested.

All Peking's middle schools also suffer from a severe shortage of living accommodation for teachers, the report says. In some instances, as many as three families were found to be squeezed into small two-room apartments with poor lighting, heating and other services.

Middle schools: staff overburdened

Family groups fear rise in promiscuity

IRISH REPUBLIC

Advocates of sex education are encountering predictable opposition. John Walshe reports

Sex education is raising its coy head as a controversial subject in Irish schools. Particularly under attack is the state's Health Education Bureau which runs programmes for teachers on lifeskills and education about relationships.

Conservative Catholic groups are extremely critical of the bureau's programmes, alleging that the "value-free", "values clarification" and "non-directional" techniques used in discussions with young people will lead long-term to promiscuity.

Last week, they flew over a prominent "pro-family" speaker from the United States to address meetings of parents and teachers throughout Ireland.

Dr Onalee McGraw, a member of President Reagan's National Council for Educational Research, said that the Health Education Bureau was using programmes which had been tried and failed across the Atlantic. They were based on a secular humanist approach, she claimed.

Dr McGraw, whose meetings were well attended, said that if sex education had to be introduced into Irish schools it should be done from the standpoint of Christian teaching. Ireland, she said, had the freedom – denied to Americans – of having religion in schools.

But her claims have angered the chairman of the bureau's advisory committee on sex education, Mr Anton Carroll, a community school principal in a working-class Dublin area, who dismissed the criticisms as "ridiculous".

He said that the people who organized the tour were "so far Right that they are in danger of falling off the edge".

There are indications that the outspoken attacks on the bureau do not have the full backing of all the episcopacy.

The president of the Catholic Communications Institute, Bishop Brendan Comiskey, spoke recently of the two extremes in sex education. One, he said, was a purely biological approach while the other saw in each and every form of sex education a threat to the faith and morals of the young.

The bishop made his comments during the launching of a new Catholic youth training programme, *Love Matters*, which is being sold in Britain and Ireland.

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The high price of HE loans schemes

Loans tend to discourage working class and mature students

Sir – When Kenneth Baker took over as Secretary of State for Education, he was hailed as a master of presentation. It now seems that for "presentation" we must read deliberate deception. To seek the support of university vice-chancellors for student loans, on the grounds that loans will increase access to higher education, is to ignore the very real evidence to the contrary from countries already operating such schemes.

Interestingly, that evidence against loans was recently supported in the House of Commons by his fellow minister George Walden – the man now charged with reviewing student grants!

Research by NUS and a major High Street bank into Scandinavian and North American loans schemes has revealed that, besides costing more than grants because of high initial investment and default rates, and being a nightmare to administrate, loans were a disincentive to working-class, mature, women and ethnic minority students – groups which are currently under-represented in higher education. Mr Baker claims he wants to give them greater access! The mixture of grants and loans currently touted by the vice-chancellors as a compromise would only compound the worst aspects of both systems.

This highlights a disturbing lack of truth in higher education circles at the moment. If the vice-chancellors are prepared to abandon their commitment to increased access in order to curry favour with Mr Baker in view of rumours of more cash for universities, they should say so. That is what students will understand, whatever gloss is put on it.

If Mr Baker, hemmed in on all sides by the right-wing Conservative opinion on education that is currently plunging him into rash action on sex education, "free speech" and other conference rabble-rousers, is prepared to ignore the possible impact of student loans on access to higher education, let him do so honestly. His conference audience are hardly likely to torture him for keeping universities as elitist in their make-up as they were when *they* were at Oxbridge.

In deliberately misleading the academic community (who should know better) and the public on student loans, Mr Baker is playing politics with students' futures and the future of higher education. The vice-chancellors should be ashamed that they are offering hostages to fortune to a Secretary of State increasingly desperate for propaganda to support his Government's disastrous policies on higher education.

VICKY PHILLIPS
National President
National Union of Students
Nelson Mandela House
461 Holloway Road
London N7

Metroland strife

Sir – After reading your article, "More than exam factories in Metroland" (September 5), I feel I must help paint a more complete picture of education in Harrow.

Parents in Harrow are not only concerned about O and A level success. Many are concerned most about primary education because without a good start children will never aspire to, or be capable of, secondary or tertiary successes.

In Harrow, Mr John Mann, the director of education, is implementing a primary development plan which originally sought to close and amalgamate primary schools under the guise of providing educational benefits. Of course the real aim was to save money, some of it to help fund the tertiary colleges described in your article.

One wonders whether there were few objections from parents to Mr Mann's tertiary proposals because he failed to tell them about the effect on primary education but instead explained it "almost in city terms", devoid of any educational references.

Thankfully, the threatened closures have been averted by the dedicated action of many committed parents. However, Harrow Council still intends to go ahead with the amalgamation of six pairs of first and middle schools. The effects of these amalgamations were explained in your August 29 article, "Parents upset at merger proposals".

These effects imply the virtual removal of parental choice of school from many residents.

The governors, teachers and parents of the schools to be amalgamated are strongly opposed to Harrow's plans for primary education. The picture is certainly not all rosy in "Metroland".

Dr ALAN BENDER
Parent governor
Wemld First School
Harrow Weald
Middx

Cover vacuum

Sir – The article on cover problems (*TES*, September 12) makes a number of important points. However, I appear to have misled you in two respects:

1 I do not consider that "the quality of teaching provided by cover and supply staff" is itself worrying. Indeed, the splendid picture of good classroom relationships and concentration in one of North Westminster's classrooms illustrates that locum teaching can be effective. Rather it is the whole lack of system that is wrong: there has been no proper study in this country of the educational management implications of the inevitable absence of teachers from their scheduled work.

2 I did not mean to say that "the *only* way to improve educational standards" is to address ourselves to the best ways of meeting the educational, pastoral, and supervisory needs of pupils when the teacher cannot be present. As teacher absences account for about a tenth of schooling, I argue that this is a very important focus for those who wish to improve standards.

The case of the absent teacher is one of the great vacuums in British educational research, planning, management, and resourcing. The Coventry agreement, whatever one's views in general, surely revealed how little thinking we have done about this issue.

MICHAEL MARLAND
Head
North Westminster Community School
Marylebone Lower House
Penfold Street
London NW1

Tiers of frustration

Sir – Regarding the so-called Coventry agreement; all your correspondents appear to have entirely overlooked that Houghton in 1974 created the Senior Teacher scale to reward the long-serving non-administrative classroom teacher rather than to establish an extra management tier. That subsequent Senior Teacher appointments have been so widely misused is a measure of how far headteachers and governors have sold the long-serving classroom teacher down the river. The present howls of anguish from Senior Teachers should be seen in this context.

There is nothing in the Coventry deal to rectify such a glaring defect or even to acknowledge the problem. All it evidently seeks to do is to perpetuate an administrative differential which should never have been created.

Second, a merger of the Scale 4 and Senior Teacher posts is logical in that the distinctions between their administrative duties are frequently artificial. Indeed, many Scale 4 teachers have a heavier workload than Senior Teachers because the latter are given lighter teaching timetable, even though their respective administrative responsibilities may be, and often are, equally time-consuming.

Third, for a teacher who dislikes administration, and wishes only to teach, to attain a salary zenith in his or her mid-thirties is a recipe for protracted classroom sterility, the beginnings of which can already be seen.

Finally, the points system for individual schools, which lies at the root of much current teacher disaffection, remains unchallenged. Within this framework, a 15 per cent limit on Principal Teacher posts will inevitably worsen, not alleviate, the current promotion tensions – a minimum of 40 per cent such posts (not necessarily related to administrative tasks) would be more realistic. However, it would be better for the long-term future of state education if the points system of promotion procedures were scrapped altogether. The latter are inherently unfair and depend far too much on headteacher prejudice rather than real teaching merit.

I fail to see any real long-term gain in the agreement, for even the phased salary increases are phased and accompanied by an increase of contractual obligations and there is no guarantee that real salary values would be maintained. The minuses are considerable, and I cannot but conclude that the various teachers' association leaders in Coventry have been out of touch with school routine for too long.

As it stands, the Coventry deal could at best merely paper over the cracks for a few more years, for it seems to have gone out of its way to evade, rather than tackle, fundamental problems.

Dr J ROBERTSON
Head of history (Scale 4)
Hitchin Girls' School
Highbury Road
Hitchin, Herts

Governor training

Sir – If plagiarism is the sincerest form of flattery, I hope I may be forgiven a reference to your leader "Muddle, toil and trouble" (*TES*, September 12) in responding to Graham Bond's critique of the approach to governors' training adopted by East Sussex local education authority ("Cascade or little shower", *TES*, August 15).

". . . More mutual respect and goodwill . . . in the end promises far more than legislation to clear up difficulties . . ."

At the heart of Mr Bond's criticism is his rejection of the "cascade" model of training governors, involving as it does headteachers, chairmen and existing governors in "inducting" their newer colleagues. It is, he asserts, "incestuous" and "at the mercy of the head and chairman of governors".

Perhaps so. I personally believe that the advantage of the cascade model far outweighs these potential perils.

It seems to me that there are two possible ways of providing initial training for governors. One is to take new governors out of the context of their school and governing body to provide them with courses and then expect them to be absorbed into the work of the governing body. Mr Bond's own course is an admirable example of this approach.

Anyone who has attended an in-service training course will appreciate the way in which enthusiasm and new ideas can evaporate in the face of colleagues' cynicism back at the coal face and recognize one of the potential problems with this kind of training. The alternative is to structure an induction programme to which governors can contribute if they wish but which can equally be led by the chairman and headteacher. The approach, underpinned by a comprehensive training package, can contribute to the cohesion and sense of identity of the governing body.

The decision, therefore, to adopt the cascade model was not based on fear or caution, as Mr Bond suspects, but rather on a profound belief in the need to strengthen and invigorate the "educational partnership" while promoting deeper understanding and awareness of the rights, responsibilities and duties of governing bodies as a whole. The fact that East Sussex was one of only 10 l.e.a.s in England and Wales which were successful in gaining an Educational Support Grant for the initial training of governors must suggest considerable interest in the validity of our approach.

I A CARTER
County Education Officer
East Sussex

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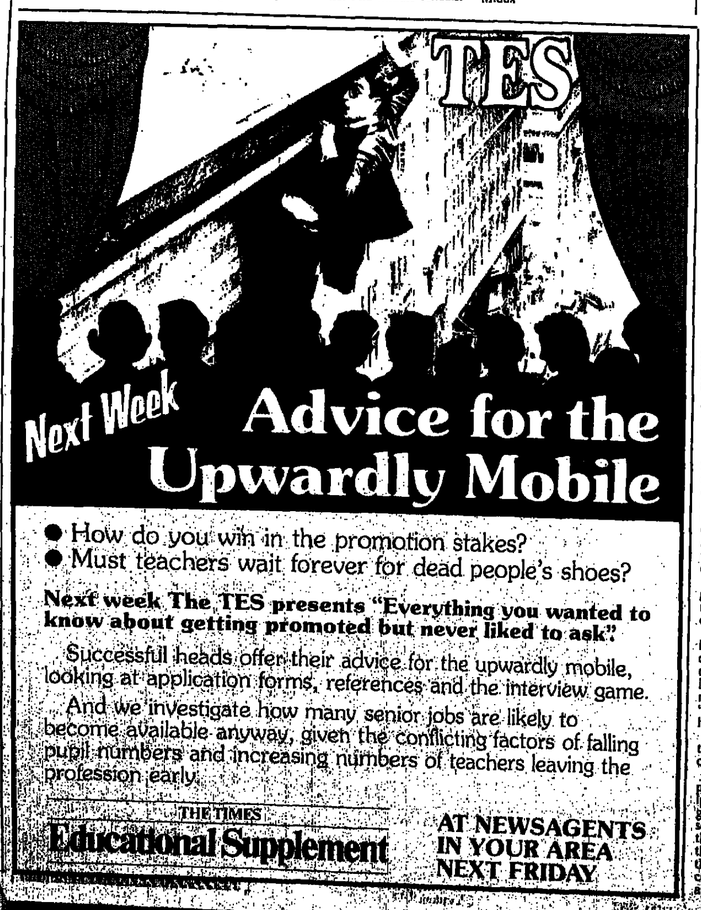

Many ways of training for a diverse society

Sir – The article by Shahnaz Akhtar and Ian Stronach ("They call me blacky", *TES*, September 19) illustrates well some of the problems which exist in a region where cultural diversity is not a prominent feature of everyday life. It is therefore important to clarify for readers a statement which might seem to be an indictment of this, school's lack of activity.

An unfortunate and mistaken criticism may be read into the authors' statement that their own university's programme of "teacher education . . . has nothing to say about racism". I am assured by the senior author that what was intended was to convey their belief that our programmes did not address this specific issue of "everyday racialism", but like many other academic courses, tended to focus on traditionally researched concerns such as cultural differences and self-esteem.

It would be difficult to ignore the tremendous impact of the decision not to publish the "Race Pack" (*TES*, January 28, 1972) which the late Lawrence Stenhouse and his colleagues developed in the Centre for Applied Research in Education at the University of East Anglia. The memory of that debate is surely a national legacy in teacher education.

At a more parochial level, we have had options on multicultural education in our initial training programmes for a number of years. More recently we have established a working party to look into the recommendations of the Universities Council for the Education of Teachers on this issue; adopted proposals from that group that the school should move towards permeation of multicultural issues across its programmes; and begun to set up a series of in-house seminars for faculty members to facilitate this move. These developments were much helped by discussions which were held with HMI during their recent visit.

GEOFFREY BROWN
Professor of Education
Dean of the School of Education
University of East Anglia

On the march: endemic racism.

White emphasis

Sir – The feature article by Shahnaz Akhtar and Ian Stronach provides frightening evidence of the extent of endemic racism in this country.

It ought, however, to serve notice to the anti-racist movement that there is an urgent need to place far more emphasis on the thousands of largely all-white primary and secondary schools in this country. Society is so constructed that it is from these quiet suburban schools, and not from the inner-city schools, that the future employers, executives, managers, and shop stewards are to be found. It will be the attitude of these people that will be crucial in establishing the reality of a multi-ethnic Britain.

The major problem for those of us working in such schools is that of recognizing racism within our establishments. Integral to this process of recognition is the exercise of examining our own racial attitudes – an experience which can often be painful as well as revealing. Given the difficulty of such self-analysis, it may be useful for both primary and secondary teachers to meet and form self-help groups with the intention of learning from each other's experiences.

It is only then that primary and secondary schools will be able to deal more effectively with that much neglected area of the curriculum, "relationships between individuals".

MICHAEL L PAYNE
Deputy Head
South Wolds School
Church Drive
Keyworth
Notts

Changing faces

Sir – I find Anne Sofer's comments about my illustration of her article (*TES*, September 20) quite extraordinary. Having been a regular illustrator of *The TES* for four years and having, during that time, produced countless images on the themes of race and race relations, I have never once offered a drawing which has been regarded (to my knowledge) as offensive.

I was given the text of her piece to read and produced an illustration which I thought expressed the spirit of it. It used animals (affectionately, not grotesquely, portrayed) because I have traditionally found this a convenient way to avoid the danger of a tasteless portrayal of human racial stereotypes. The animals were all talking in what was intended to be taken as different languages which seemed to me to illustrate the essential theme of Anne Sofer's piece.

MICHAEL DALEY
15 Capel Road
East Barnet
Herts

History GCSE

Sir – While it is gratifying that the Historical Association's proposed syllabus is arousing such lively interest, your correspondents of September 12 ought actually to have read the proposals before rushing into print.

Mr Duxbury would then have realized that the proposed syllabus has been constructed to meet the National Criteria and consequently will be appropriate to a very wide range of pupils. Its methodology will be skills-based, making use of varied and contrasting sources. Such a methodology has been well developed by history teachers in recent years.

For his part, Mr Ashdown would have discovered that the proposed syllabus needs both to extend the historical studies of the five to 13-year span for all pupils and to complement the GCSE courses in history which 50 per cent of the 14 to 16-year-olds will choose as one of their options. He would have recognized the invalidity of his contention that our proposal undervalues the likes of Lenin and Roosevelt who are already major figures in some of the most popular GCSE syllabuses.

He would also have read that the proposed syllabus is modular by design and can be linked with other subjects – politics, economics, geography, literature, and technology for example – in valuable and stimulating combinations. Since the modularization of the secondary curriculum is accelerating towards us all, this seems to the HA a sensible approach.

Leaping too hastily to defend what he interprets to be the territory of politics teachers, Mr Bevan misses the same point. He misrepresents the HA syllabus as "a programme of political education".

In fact, it is both more and less than that and, personally, I hope that the Politics and Historical Associations will work together to produce some first-class modular programmes for the important and sensitive area of political education for the 14 to 16 age group.

No one has challenged our central thesis that history should be an essential component in the curriculum of all pupils to the age of 16 and that British history should be an integral part of that component. This I find encouraging, if rather surprising. Perhaps that part of the argument is now won.

MARTIN ROBERTS
Member of the Educational Services Committee of the Historical Association
Head and history teacher
The Cherwell School
Marston Ferry Road
Oxford

Shift to science

Sir – Anne Sofer makes the very interesting suggestion (*TES*, September 19) that all sixth-formers should study a mixture of the arts and sciences, but wonders whether the idea would be popular with the students themselves.

In fact, over the past two decades there has been a remarkable growth in the proportion of sixth-formers taking science A levels in combination with the non-sciences – from less than 10 per cent to nearly 30 per cent. In 1985, for the first time, there were more sixth-formers taking mixed A levels than the straight sciences.

This major shift in the pattern of A level studies, which seems to have occurred largely unnoticed, means that many more sixth-formers are studying some science than is commonly supposed. Nearly three-quarters of boys and half the girls on A level courses do study some science and/or mathematics. With the support of the Leverhulme Trust, we have had an opportunity of studying the changes in detail and we are just about to report our findings.

The sixth-formers that Anne Sofer actually met may have let out "a howl of incredulous protest", but many others, of their own volition, have moved in the direction she is advocating.

Prof ALAN SMITHERS and
Dr PAMELA ROBINSON
Department of Education
University of Manchester

Can but won't

Sir – I would like to applaud Anne Sofer's recent Personal Column (*TES*, September 19).

I work at a technical college and we have just enrolled some 120 first-year A level students; most of those who have opted for three science subjects are aiming for careers in the health service; some, intent on "something in the City", are doing law, economics and either English literature or mathematics; those hoping for media careers have chosen communications (a subject suggested by Anne Sofer which already exists), film studies and non-A level options such as keyboard skills and T-line shorthand.

Almost the only intending engineers are a few overseas students.

I tried to persuade those who had no clear career ambitions but a good range of O levels to do mathematics, physics and an arts subject to keep their options wide open, but met with no success – most said that although they had a B (or even an A) in O level mathematics and physics they did not *enjoy* them at school so would rather do arts subjects at A level. They do not know what they do want to do, but they know they do not want to be engineers or physicists or teachers.

I was educated at a girls' school which is still a highly selective three-form entry grammar school. There was a long period during which more than half the 18-year-old leavers went into the teaching profession. Now hardly any of them want to teach – they are aiming to be accountants, lawyers, medics or business managers.

The implementation of Anne Sofer's ideas for university entrance might produce undergraduates who might be capable of becoming engineers, technologists and science teachers, but how do we persuade them they want to?

S F SHIPTON
4 First Avenue
Chelmsford

Address sense

Sir – We were of course delighted with the feature article on the National Under-Fives Unit (*TES*, September 12). Your readers may find it of value, however, to know where they can get in touch with the unit, and find out further details.

The members of the team, which comprises Rosemary Sage and Ann Robinson, in addition to Gillian Pugh, the head of unit, are based at the address given below (telephone 01-278 9441).

PETER RICHES
Assistant Director (Development)
National Children's Bureau
8 Wakley Street
London EC1

PE repeat

Sir – In his response to my defence of Dick Sheppard School's physical education programme (*TES*, September 19), London Weekend Television's Jeff Morgan accuses me of failing to present the "perfectly respectable" arguments in favour of our PE curriculum.

Yet it was precisely because the *London Programme* cut out so many of those arguments, powerfully articulated by my PE staff, that I found it necessary to repeat some of them in *The TES* (July 18).

It seems that Mr. Morgan is not content with persuading me to allow his film crew into school (with the inevitable consequent disruption) and then protesting a selective view of our work which triggers off further unfair publicity.

Nor is it enough for him, having attempted unsuccessfully to persuade school governors to criticize us on screen, to take a pupil to another Inner London Education Authority school in order to film his adverse comments, without the courtesy of either a request or even a warning.

When I subsequently attempt to defend the school and its excellent PE record, Mr Morgan adds insult to injury by accusing me of obfuscation.

Surely that's not stoob-ball!

PAUL FARMER
Head
Dick Sheppard School
Tulse Hill
London SW2

Write answer

Sir – I correct one important error of information in Hugh David's otherwise supportive article about the National Writing Project. "Turning promises into practice" (*TES*, September 26). We are not the National Writing (English) Project. We are not solely concerned with English teachers and English lessons, but with writing of all kinds in all areas of the curriculum.

JOHN RICHMOND
Acting Director
National Writing Project
SCDC
Newcombe House
45 Notting Hill Gate
London W11

Best interests

Sir – The positive views concerning a future tertiary college in Islington expressed by both Neil Fletcher (*TES*, September 19) and Karen Abse (*TES*, September 26) are welcome. Neil Fletcher's description of effective work taking place at North London College confirms part of what I said in my submission to the education officer as my own contribution to the 16–19 exercise, and further achievements are strengthening the basis on which future collaboration between the Islington Sixth Form Centre and College can occur.

Karen Abse correctly represents the desire of centre staff to work co-operatively with North London College staff, but the understandable tension between staff views as trade unionists (a larger tertiary college means more jobs) and staff views as professional innovators in the development of a successful form of smaller-scale 16–19 education needs to be recognized.

Finally, for those possessing the capacity to read my submission with some degree of textual and professional competence, it will be clear that a good deal of my analysis of differences between a particular provider of sixth form education and a particular FE college was of more general application than the "institutional assassination" suggested in Barry Hugill's article (*TES*, September 5).

Bringing together the district traditions and objectives of two sectors in the best interests of students, while being extremely worthwhile, should not be regarded as either simple or uncontentious.

MARGARET MADEN
86 Cambridge Gardens
Sydney Road
London N10

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PLATFORM

Wrong boxes

When schools are advising students which university departments to choose, they will need to look beyond the UGC classifications, warns a university correspondent

Schools and colleges advising students about higher education will probably be sneaking a glance at the recent University Grants Committee (UGC) evaluation of the research competence of universities. If they trust these evaluations, they will part company with many university departments, whose cries of despair at what they regard as the unfairness, anonymity and arbitrariness of the judgements have been filling the letter columns of *The Times Higher Education Supplement* and *The Times*.

The UGC allows no appeal against its decisions, although two law departments (including Oxford, which is reputed to have threatened legal proceedings) were found to have been victims of "a clerical error" when graded as merely above average. They were quickly declared to be outstanding.

Complaints to the UGC are met with bland assurances; the assessments were made after "years of observation" – little of which has been visible to those being observed – and after the collection of other data, both "hard" and subjective.

Former chairman of the UGC, Sir Edward Parkes, has said that as usual the UGC has got it about 80 per cent right, which means that perhaps 250 to 300 departments have been judged wrongly.

Until recently puzzled dons had no other scale against which they could test the UGC judgements. Now, however, teachers of politics can look forward to a study undertaken by election expert Ivor Crewe, of the University of Essex, who has analysed politics departments' research output in the form of books and articles published in learned journals. Many dons quarrel with Crewe's study, which is not yet published but will appear soon in *Political Studies*. Some have complained that some aspects of "politics" departments encompass a great deal of modern political history in their teaching and research. All the same, it is a careful and comprehensive piece of work which unlike the UGC evaluation, is based on stated evidence.

On the basis of this study the UGC judgements appear quirky, and often quite arbitrary. The UGC listed departments as "outstanding", "above average", "average" and "below average". Crewe used two classifications: overall per capita publication score, and a measure of the "collective strength" of departments by publication record. He ranks 52 politics departments in order. If we divide Crewe's list into four parts in order of publication merit, to correspond *pro rata* to the UGC classification, we get a remarkable contrast. On the information available, 75 per cent of departments were put in the wrong box by the UGC on the first of Crewe's scales, and 66 per cent are in the wrong box on his second classification. Some are way out of their box, "appearing 'above average' to the UGC and 'below average' according to Crewe's publication scores. Crewe notes that Manchester, Warwick and Lancaster came out far better on a peer review (published in *The THES* in 1983) than by his own more objective methods. Similar discrepancies are obvious with the UGC evaluation. Traditional reputations die hard, it seems, and the UGC is doing nothing to help them on their way.

This example of contestable judgements in one subject area alone indicates that schools may do well to form their own views of which departments to advise students to choose. They will also remember that the UGC classification took no account of teaching strength.

"We cannot afford to be halted now"

Peter Snape SHA

Doug McAvoy NUT

Geoffrey Beynon AMMA

David Hart NAHT

Fred Smithies NAS/UWT

Peter Dawson AT

Nearly halfway between the milestone of the Coventry negotiations and the deadline for agreement on a final package, employers' leader John Pearman takes stock, and answers critics of the agreements already struck between employers and the teachers' unions.

For the first time in many years there is a real and immediate prospect of a new deal being struck on teachers' pay and conditions. The talks at Coventry in July set us on the path to that new deal. Although much detailed negotiation has yet to be completed, I am confident that the momentum towards agreement is now irresistible: all concerned appreciate the consequences failure would bring for the education service as a whole.

The Coventry Heads of Agreement undoubtedly came as a shock to many of the hardened cynics who delight in denigrating the process of collective bargaining within the education service. Although several of the main features of the outline agreement had been in the public domain for some time, not least through the employers' proposals of autumn 1984, clearly the service as a whole has needed a few weeks to absorb the details and gauge the distance that has still to be travelled. So now seems a good time to take stock before the national negotiators enter into the final stage which should lead to a complete and detailed package before the end of the year. That is the target we have jointly set.

The employers' starting point was the recognition that a fresh look was needed at most major aspects of the teachers' employment package. Not just pay levels, but also structure within schools, conditions of service, negotiating machinery and how best to motivate teachers and maintain high performance.

The temptation to see the Coventry agreement solely in pay terms is most rife among observers outside the education service. But it also seems to have taken hold among those teachers who have written to *The TES* and other national newspapers to complain that such and such a grade does "badly" out of the Coventry deal.

Two hard facts have to be faced squarely by such critics of the Coventry pay structure. First, a re-structuring necessarily means that some will do better than others. (And in the context of a deal which costs roughly twice as much in the first four years as Sir Keith Joseph's famous cost "envelope" of £1.25 billion, I am not prepared to accept the complaint that some do "badly" out of Coventry.) Second, to reconcile salary levels that are acceptable to the majority of the unions with the financial realities, it has been necessary to phase in the increases.

So far as grade structure is concerned, the employers' objective was stated in the paper we put to the unions just before the Coventry talks:

"The number of grades should be limited to the number required sensibly to manage different sizes and types of school and the progression of promoted teachers should be no more than is needed to give those who seek promotion reasonable opportunities. Underlying this desire to streamline is the firm conviction that the classroom teacher is absolutely central to considerations of grade and salary structure."

During the ACAS discussions earlier in the summer some on the teachers' side argued that wholehearted adoption of the collegial approach, whereby many of the organizing responsibilities currently allocated to Scale 2 and Scale 3 teachers are shared among mainstream classroom teachers, would require only one grade between the Main Professional Grade and deputy headteacher. While this approach was attractively radical, the employers accepted the advice of chief education officers that, in addition, two levels of Principal Teacher would be required, and this is of course reflected in the Coventry structure. We believe this structure will meet the needs of schools but, of course, it will require changes in the present allocation of responsibilities within schools. It is worth pointing out at this juncture that under the Coventry agreement nearly one in three teachers will be Principal Teachers, deputies or heads; this provides ample scope for promotion during the course of a full career.

It is instructive to note how teachers at the maxima of the different scales will fare over the period to April 1991 when the next fundamental review of pay and conditions is due to take effect. While it would be idle not to acknowledge that Coventry compresses differentials among existing teachers, the extra money to be received over the period is still considerable as the pay table, based on provisional calculations, shows:

The most enduring features of the Coventry agreement may turn out to be unrelated to pay: the commitments to introduce appraisal and to reform the negotiating machinery, and, perhaps of most significance, the acceptance into the scope of national negotiations of issues relating to class size, non-contact time and cover. Payhills are determined by two components, salary levels and numbers employed. Hitherto, while salary levels have been negotiable, the ability of the unions to influence through negotiation numbers employed has been limited.

The acceptance that maximum class size is a negotiable issue is a major breakthrough of principle for the unions. From the employers' viewpoint, while there is plenty of room for argument about the precise relationship between class size and educational effectiveness, few could readily deny the validity of setting outer limits beyond which it is unreasonable to expect teachers to perform satisfactorily. And, of course, there are enormous advantages to both sides in having at long last the prospect of a properly-defined contract for teachers.

No one should doubt the risks the negotiators on both sides have taken in proceeding thus far, or the political courage and the breadth of vision that have been required. Too often in the world of education, complaints about detail at the margin have halted or diverted the main thrust of necessary change. We cannot afford to be halted or diverted now. We must all, while striving to make the final package complete, concentrate on the overall needs of the service and be prepared to accept that the changes will, without any adverse reflection at all on those who continue to make the present structure workable, bear differently on different groups. We must also accept that tolerance, imagination and goodwill will be necessary to carry those changes into effect.

And, yes, we will make mistakes; that is why we have deliberately made provision for another fundamental review in a few years' time. But no one can seriously doubt that, if we can satisfactorily fill in the gaps identified in the Heads of Agreement, overall we will have a far better system, far better prospects and a far better climate than that which has obtained in the past few, very difficult, years.

John Pearman is leader of Wakefield Council and chairman of the Burnham Committee's Management Panel.

Extra money to be received under the Coventry agreement prior to April 1, 1991

Currently	Assimilated to	Approximate new money (in addition to annual pay awards)
Scale 3 (max)	Main Professional Grade MPG	£4,800
Scale 2 (max)		£4,800
Scale 4 (max)	Principal Teacher I* MPG	£5,100
Scale 1 (max – good honours)		£5,160
Senior Teacher (max)	PT II*	£5,280
Scale 3 (max)†	PT I*	£8,000
Scale 4 (max)†	PT II*	£10,400

* PT I = allowance of £750 as addition to MPG salary
PT II = allowance of £2,000 as addition to MPG salary
† Scale three teachers could under the proposals as they stand be assimilated either to MPG or PT I; Scale 4 teachers either to PT I or PT II.

FEATURES

Mother and child reunion

Most normal parents have difficulty with their childrens' moods and tantrums. So what hope is there that an emotionally unstable mother with learning problems of her own can cope with a daughter with gross behavioural problems?

Ann Kent reports on a special school that, as well as taking on the most difficult child it has ever encountered, is attempting to teach her mother the basic skills of parenting so often taken for granted.

Susie was six when she arrived at the Ryes School with the worst report the principal had ever seen. It described her compulsion to dominate others, infantile greed, viciousness towards other children and a deep sense of rage and despair which was liable to surface at the slightest provocation.

Before anyone had time to digest the report, alarm bells started to ring. Susie had set them off when she kicked at a wall.

The Ryes, situated in an old country house just outside the Suffolk town of Sudbury, specializes in all-year-round residential care for children who can't be placed elsewhere. Often pupils combine a physical handicap like deafness or inability to communicate with behaviour problems so severe that the children cannot be placed in the kind of school which would usually cater for them.

The social workers accompanying Susie explained that they had run through the entire repertoire of care options – from reuniting the child with her mother (this failed abysmally), to children's homes and special schools (she was too disruptive), and even fostering (Susie accused the husband of sexual abuse).

The principal of an assessment centre described her as "the most difficult child I have ever taught".

Her behaviour ruled out any chance of adoption, and it was beginning to look as if institutional care was the only option. It was an expensive way out – the Ryes fees are £360 a week, but Hounslow social services department was prepared to pay.

The numerous assessments which accompanied Susie to the Ryes in October 1983 listed her problems in detail, but offered no solutions. However, it was generally accepted that Susie should not be returned to the care of her mother, Janice.

Janice had spent her own childhood in a series of institutions because of behaviour and learning problems. Then she married a man who turned out to be a drunk and a wife beater. Janice hardly knew how to take care of herself, or control her own screaming rages, and was quite incapable of coping with her marital problems and a difficult baby. Susie was in voluntary care before she was three years old.

Calvin Martin, principal of the Ryes, hesitated over taking Susie on indefinitely. He felt sure he could help her, but he was worried that no clear plan was seen for her future.

The prospect of such a young child growing up in an institution – even his – was a horrifying one. "What sort of patterning would she have had if she stayed here all her life?" he asked.

"How would she fit into society? Presumably her children would end up in care as well. I told the local authority that I would take her provided they could come up with a long-term plan for her future.

"In the end, it was the school which came up with the plan, although it would never have worked without the tremendous degree of cooperation we received from Hounslow."

Having established that the London borough was not washing its hands of Susie, Calvin Martin and his colleagues set about modifying her behaviour.

"When she first arrived, you couldn't even sit her at a table. She spent her time screaming and running around, kicking and hitting other children, taking their possessions and saying they were hers.

"She would not conform to requests: every time she was asked to do something, she would argue. Her obnoxious behaviour made it difficult for anyone to give her the love and attention she so desperately craved."

Eve Burrows, the deputy principal of the school, became Susie's teacher, and substitute mum. She praised the child lavishly on the rare occasions when she did as she was told, and removed her from the classroom when she didn't. Because of Susie's refusal to listen, it was often necessary to hold her face so that she was forced to look into the eyes of the adult who was talking to her.

The Ryes has a system of giving tokens for good behaviour at various stages of the day. In turn, these can then be redeemed for extra pocket money. This was particularly effective with Susie, who loved having the chance to buy her own sweets.

After 18 months, a lot of progress had been made, and the time had come to consider finding long-term foster parents, with a view to adoption.

But a major stumbling block was Susie's affection for her mother. Susie could not understand why she was unable to live with Janice, who visited her every three weeks and wrote regularly. It seemed highly unlikely that she would accept adoptive parents when her bond with her mother was so strong.

Meanwhile, Janice was extremely distressed at the prospect of separation, and was found wandering the streets of Hounslow in a confused state. It began to look as if the mother would need to go into an institution as soon as her daughter came out of one. To make things more complicated, Susie was in voluntary care which meant that Janice's permission would be needed before she could be fostered. No one believed that she would sign away her parental rights.

Child care authorities usually solve this problem by going into court and certifying the mother is an unsuitable parent.

Calvin Martin knew Janice wasn't a textbook, middle-class parent – but could he really say she was unfit?

"Janice was making a difficult journey from Hounslow frequently and she was doing all the right things – taking Susie out, buying her clothes, playing with her, and Susie behaved very well on these visits. There was a great deal of bonding, loving and caring between the two of them.

"We had taken the original assessment of Janice at face value, and now we began to challenge it. Hadn't everyone been attaching their own middle-class value judgements to the relationship between Janice and Susie?

"We began to wonder if there was some way we could pass on to Janice some of the parenting skills which she had missed out on because of her own awful childhood."

The principal knew he was setting himself and his staff a formidable task. It is one thing for a special school with a generous staff:pupil ratio to bring a disturbed child under control. It is quite another to return such a child to a mother like Janice. But the pattern had to be broken somewhere along the line.

The complications were enough to make most people give up. Janice would have to give up her two-bedroomed council flat in Hounslow and live in a warden-controlled flat in a building owned by the Ryes, but actually located in the town of Sudbury.

Then, if the first part of the plan succeeded, she would need a council house in Sudbury where she could live with Susie while the little girl continued to attend the Ryes. And she needed guarantees from Hounslow council that she would be housed back among her friends and family if the experiment failed.

Much to Martin's delight and amazement, the two housing and social services departments were prepared to dispense with the red tape and work together.

Barnardo's, the charity which specializes in family restoration work, advised on the project and drew up a contract for Janice and all the agencies to sign. The contract stated that this was a last attempt to get Janice and Susie together, and if it failed, Susie was likely to be adopted.

Janice has a speech impediment and learning difficulties, and is emotionally highly volatile. But she is no fool and she was reluctant to risk signing away her parental rights (her husband is now out of the picture).

"Her greatest fear was that we were all in collusion to get Susie away from her, and only signed after a great deal of explaining and reassurance, and after consulting her own family," said Calvin Martin.

"I agree the contract seems punitive, but for Susie's sake we had to be in a position to come up with an alternative if the plan should fail. Some children have to spend their childhood in institutions because they have no hope of finding a family. But there was no need for Susie to be one of them: her problems are now not that severe."

Once Janice was convinced of their commitment to the project, she moved into the school flat, with Eve Burrows and her husband living downstairs, ready to offer support whenever it was needed.

Janice joined the school on its seaside holiday and was able to observe how the staff dealt with Susie's naughtiness. She sat in on lessons and saw how her daughter was encouraged to learn to read and write.

Familiarity bred contempt, and the child who had been so well behaved when Janice was travelling up from Hounslow was now refusing to do anything her mother told her. Under these circumstances, it was not enough simply to improve Susie's behaviour: it was necessary to build up Janice's self-esteem.

Eve pointed out that even parents who had not grown up in institutions and whose home backgrounds were very stable often found it hard to control their children.

She taught her how to deal with Susie's misbehaviour in stages, giving the child plenty of warning of what was likely to happen rather than immediately weighing in with the punishment.

Janice found it helpful if these stages were written down for her, so that she knew exactly what to say.

Janice had no idea how to speak at a child's level, and so the speech therapist taught her how to simplify and slow down her speech, and how to play board games like Lotto with Susie.

Gradually, the little girl was allowed to spend the occasional night and weekend at home until after six months she attended the Ryes as a day pupil. It then became obvious how much mothering Janice herself had missed.

She would put Susie in the bath, but it did not occur to her to wash her daughter, or tell her to wash herself. Janice didn't cut Susie's toenails, but then she didn't cut her own either. She didn't realize that children are called into the house on dark winter nights, even if it is not yet bedtime, and she would send her out in her indoor clothes.

These tasks were not omitted out of laziness but out of simple ignorance of what was required.

Once she was told what to do, or instructions were written down for her, Janice was anxious to co-operate. But willingness was not always enough: Susie quickly learned that while she could not wind up the staff at the Ryes, she could soon reduce her mother to impotent fury simply by refusing to come in from the garden. The argument would quickly degenerate into a screaming match.

Yet if Eve Burrows, living downstairs, showed her face at the window, Susie did what she was told at once. Meanwhile, Janice gradually came to see that Susie was deliberately provoking her, and was often able to avoid losing her temper.

After a year, the second stage of the plan came into effect. Janice and Susie moved in together into an end of terrace house on a council estate. But although Eve and her husband were no longer physically on the premises, their support was still often needed, along with that of the housemother, Doreen Taylor, and Calvin Martin and his wife. Janice had been told she could ring up whenever she needed support, and the calls came thick and fast. Sometimes stronger measures were needed.

Children can be very cruel to others whom they know to be different. Susie, confronting "normal" unsupervised children for the first time since she was a toddler, answered their jibes with her fists.

And, taking advantage of the fact that Eve Burrows was no longer there to keep order, she refused to come in from playing outside when her mother called her. One day she just stood still and screamed, altering the cadence of her cries as if she was being hit. (In fact, Janice doesn't believe in hitting children.) The police were called and the scene ended in confusion, with Susie being returned to the Ryes for three nights as a punishment. This had just happened when I met them, and Janice was feeling pessimistic about her chances of keeping Susie.

That evening mother and child returned home together, each with their own piece of homework. Janice had another list of instructions setting out exactly how she should call Susie in, and how to issue warnings if she failed to comply. Susie's piece of paper told her she must stay indoors on the first day, that she could play in the garden on the second day, and with other children on the third – and that she would be returned to the school if she misbehaved.

Everyone was concentrating so hard on this that they had forgotten that when Susie first came to the Ryes she was not only illiterate but ineducable – her capacities unknown. Now she was reading and discussing the things which she *ought* to be doing.

Much to Janice's surprise and delight, the weekend plan worked. She stopped talking about returning to Hounslow and hung her net curtains. But although that week's crisis was resolved, others will inevitably arise for as long as the two of them live together.

Calvin Martin said: "I can't say I am confident the plan will work, although we wouldn't be doing it unless we thought there was a good chance. Failure would have huge implications for Susie because she is unlikely to bond with any other parents.

"Whatever happens, there is no way we are going to turn Janice and Susie into a comfortable, well-adjusted family. But do we have the right to take children away from their parents on the basis of middle-class value judgements?"

Eve said: "There has been a very great improvement. Janice can control her temper most of the time, and is able to put Susie in her room when her behaviour starts to get very bad. Janice has never been formally assessed, but we think it is likely that she developed her own behaviour problems as a result of being put in an institution. We really want to break the pattern for Susie."

Janice and Susie are not the real names of this mother and daughter.

Parent governors – elected or selected?

Two years ago a TES investigation found parent governor elections were a farce in many schools. Hugh David finds little has changed since and (right) that there is little evidence that the representatives of the consumer are keeping schools up to scratch in the way the Government hopes.

"Be it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons", thunders the 1980 Education Act which put parent representatives on the governing bodies of all maintained schools in England and Wales, decreeing that they shall be full members of the said bodies – and elected by a secret ballot of all parents with a child at the school.

At the time, the Act and its various provisions were warmly welcomed, both at Westminster and beyond. Parent governors would go a long way towards making schools more responsive and accountable to their neighbourhoods, it was said.

Representation of the consumer would keep schools up to the mark, and give short shrift to classroom extremists, according to Sir Keith Joseph. And secret ballots among the parents were supposed to ensure their views were represented fairly and democratically.

Increasingly, however, as these elections have slipped into the school calendar somewhere between sports day and the Christmas play, it is becoming clear that in their present form they are nothing of the kind.

Two years ago a *TES investigation* (*TES*, October 5, 1984) found that in many areas parent governor elections were becoming a farce. Little information is given out about the nature of the job or about the candidates standing. There is considerable variation in who is allowed to stand and vote, in the procedures for doing so, and widespread allegations that headteachers influenced the outcomes.

Graham Bond, a former head who now runs training courses for governors at Eastbourne College of Arts and Technology, says local authorities saw such elections as a rubber stamping process. "I was once actually told that parent governors should be selected, not elected," he recalls.

There are few signs of any improvements since then. Earlier this year the National Association of Governors and Managers explained their reservations about the 1980 Act and the shortcomings of the election procedures in a paper called *Parent Governors*. As it points out, the Act "leaves many decisions about how parent governor elections are to be conducted to the local education authority".

In the experience of many parent governors, this is its single greatest weakness; authorities and even individual headteachers are allowed to decide for themselves precisely how the elections are to be conducted and who is eligible to nominate, to stand and even to vote.

The 1986 Education Bill currently before Parliament goes some way towards rectifying this situation. At its most basic it proposes a definition of the term "parent governor": assuming masculinity for the sake of clarity, it sets out to clear up problems of eligibility by stating plainly that he is "a person who is elected as a member of the governing body of the school by parents of registered pupils at the school and who is himself such a parent at the time when he is elected".

The Bill also prescribes the composition of governing bodies, laying down that even schools with fewer than 100 pupils must have two parent governors. At the other end of the scale, the largest schools – those with more than 599 registered pupils – will find themselves with five parents on the governing body.

The Secretary of State decided not to proceed with a suggestion made in the 1984 Education Green Paper that parents should be in a majority on all governing bodies, regardless of the size of schools. Instead, the Bill allows for equal numbers of parents and local authority nominees.

Reaffirming that elections for parent (and teacher) governors must be by secret ballot, the 1986 Bill also proposes that authorities must "take such steps as are reasonably practicable" to ensure that every parent is informed in advance that parent governor elections are taking place, and that he or she is entitled to stand as a candidate and to vote. In addition, it says, parents must be "given an opportunity to do so".

It seems likely that many authorities will choose to provide this at or after the "annual parents' meeting" which the Bill would also make compulsory in every county, voluntary and maintained school – its primary purpose being to allow parents to discuss the annual report of the governors.

But all this still does not go far enough, according to NAGM. Like the 1980 Act, the Bill is too vague, and peppered with get-out phrases such as "in the opinion of the local education authority" and "as are reasonably practicable". Certainly its lofty, legalistic tone is nowhere near as pragmatic as the 10 "guidelines for a fair and democratic election" which NAGM's paper *Parent Governors* put forward.

The majority simply elaborate the existing 1980 legislation, interpreting it in the spirit in which it was originally framed. Their very detail, however, emphasizes just how much the Act – and the new Bill – leaves to the discretion and fair-mindedness of local authorities. Thus, on voting eligibility NAGM agrees with the Act that all parents of registered pupils at any school should be entitled to stand and vote in governors' elections – but their recommendation then goes on to stipulate that this means "each parent should have one vote, not one vote per family, or one vote per child".

It sounds an obvious point to make; but, as Graham Bond has discovered, various interpretations of the concept of the parental vote are common. Both of NAGM's examples of misreading have been used by local authorities in the past. The family vote, Mr Bond can only suggest, arises out of a belief that women are still incapable of casting a vote.

The NAGM paper also goes into detail about voting and election procedures, agreeing with the Campaign for the Advancement of State Education (CASE) that the basic consideration underlying these must be that of maximizing participation. In the first instance, it says, schools should hold hustings meetings "so candidates can say something about their interests and concerns".

NAGM inserted this proposal after governor-candidates in various parts of the country discovered they were unable to campaign effectively. Graham Bond too has had occasions on which candidates' statements were limited, at the suggestion of the local authority, to 36 words, or where they were the only way to reach parents was by having a duplicated sheet to children as they left.

There have been problems of a different kind in those local authorities in which governors' meetings are routinely held. Felicity Taylor, chairman of NAGM, believes that local authorities and even individual schools should give particular consideration to their timing; this too is reflected in the association's guidelines.

Meetings immediately after school would attract the largest number of parents in some areas, but "provided there are crèche facilities", it says, others, early or late evening or even weekends would be better.

More generally, NAGM argues that the election should not be an isolated event. Rather it should be the focus of a campaign period, just as general and local government elections are. The closing date for the ballot should be about a week after the hustings meeting, since not all parents would be able to be present on one occasion. Ballot boxes should also be prominently displayed in the school, enabling parents to cast their vote when delivering or collecting children.

Surprisingly, however, the NAGM paper does not suggest provision for a postal ballot. This has been tried in Sheffield where it has met with great success, the turnout at parent governor elections in which it has operated being higher than those in local council polls.

"Parent governors play an important role in increasing both parental and community involvement in schools", says Felicity Taylor, and it is belief underlies her association's concern that what many might see as the mere niceties of democracy.

But, according to Graham Bond, the views of NAGM and the other critics of the present situation are wholly justified. Speaking from many years' experience in local government, he says that "parent governors are a potential force for local democracy. Once in office, they can exert more influence than town or district councillors. For that reason alone, we should all be concerned that they are fairly and properly elected."

The views of parents are still not welcome on many governing boards

'That's not how we do things'

No matter what the law says about their being full and equal members, a full academic year after they became a legal necessity, parent governors in England and Wales are still having a hard time.

"It's a battle to be taken seriously," says Hilary Davis, from Bangor, North Wales. "You have to be pushy. You have to make trouble, not because you necessarily want to but because you can't do your job properly if you don't."

The Education Bill currently before Parliament proposes that, in future, there should be equal numbers of parent and local authority representatives on all governing bodies. That is likely to be passed by the end of the year; but, in some quarters at least, its value is already being questioned.

"More people does not mean that governing bodies will in themselves be more representative," says Saleem Siddiqui, an Asian parent governor in the London Borough of Hackney. "There are still far fewer members of the ethnic minorities, far fewer women and far fewer working-class governors than there should be."

Felicity Taylor, Chairman of the National Association of Governors, has considerable sympathy with this view. Even after the proposed legislation is enacted, she says, there will still be a long way to go: "It is no longer a question of getting parents onto governing bodies. That battle has been won. Now we are concentrating on maximizing their usefulness.

"It is no good to anyone having what amounts to a couple of token parents on every board. That serves no point at all."

But at present that is exactly the situation in many schools. Parent governors from all parts of the country report instances in which they have felt themselves both resented by their "professional" colleagues and powerless in the face of local authority bureaucracy.

Hilary Davies in Bangor was advised "not to ask questions; that's not how we do things".

Another parent governor, elected last September, was not invited to a meeting until May this year. Others report that they have not been given copies of their schools' Instruments of Government, any advice on the governors' role, or even been told the name of the clerk to the governors.

Jennifer Coates, parent governor at an ILEA school, admits to being forced to adopt "maverick strategies, just to by-pass the head and get myself into the school". One parent governor who asked to visit the school was told by the head that the governor's job was to attend three meetings a year and nothing else.

Isolated horror stories, perhaps; but other parent governors report more fundamental problems. Saleem Siddiqui, who has served on the governing bodies of both primary and secondary schools, feels that parents are still regarded as "lay persons with not much knowledge". He says teachers believe that "professional language will be above our heads".

In Gwynedd, Jenny Pritchard faced language problems of another kind. A non-Welsh-speaker, she turned up at her first governors' meeting last year only to find that it was to be conducted entirely in Welsh.

All over the country, parent governors also complain that, having been elected, they are left entirely on their own. "The teacher-governors and l.e.a. nominees know where they stand, and belong to concrete groups," says one London parent. "We don't. We don't report back to parents because there is no reliable way of doing so. In the same way, they don't come to us."

"I really don't want my child's opinions to be my only source of information about the school," says another, "but it's bad enough getting parents to know they've got these things called parent governors without our having to chase them for their views."

A regular system of reporting back, perhaps through duplicated letters, has been suggested by many parent governors – but, as Hilary Davis found, even that has its problems. "My reports have to be approved. I really am given the feeling that I'm breaking secrecy by wanting to say what went on at a meeting. I wanted to tell ordinary parents that they've got the right to sit in at meetings as observers, but I was told I was moving too fast; that just wasn't on."

A letter from Devon's chief education officer, to all governing bodies in 1984 forbade parent governors from contacting fellow parents "through the school machinery . . . or by letters taken home by children".

The letter did go on to allow parent governors to insert items in a parent-teacher association newsletter, but only "with the agreement of the governing body", even though by then parents had the legal right to read the minutes of the governing body in the school office.

Individual parent governors and the NAGM agree that problems such as these spring from suspicion and even hostility on the part of headteachers and local authority nominees.

"I think it's generally felt that we should be primarily concerned about whether the lavatory doors have locks on," says one parent. "Quite literally, we should be interested in nuts and bolts rather than the curriculum."

Nor is Mr Siddiqui alone in his view that parent governors are seen by the "professionals" as somehow incapable. Many others remember being told, sometimes in so many words, that they are "meddling in things they don't understand" when they attempt to question or even talk about the real work of the school.

Hilary Davis in Bangor found herself "practically excluded from staff selection and appointments panels", although through sheer persistence, she is now included, "but in an advisory capacity".

On the other hand, she says, everyone is anxious to have her opinion on happenings in the village: "Everyone is very friendly when we're gossiping over tea."

Local authority-appointed governors may bring to governing experience of the way committees operate or of the way the education service runs. The parent governor's inexperience of these things often lead to embarrassment, ineffectiveness, and a feeling that their special insights count for less.

One parent governor – one of the very few to eventually go on to become chairman of governors – remembers, "At my first meeting I didn't even know what a scale post was."

She recalls other times when parent governors were made to feel small or brushed off because they asked naive questions or raised things at inappropriate moments.

"One woman felt the curry being served for school lunch was not suitable for five-year-olds and she raised it under 'Any other business'."

Instead of just having a quiet word with the head."

The defensiveness displayed by some heads when faced with what they regard as interference from parent governors makes such a low-key approach difficult. Certainly there needs to be a good working relationship with the head if the governor is to take up parents' grievances. But that, it seems, is not always achieved.

Among the questions the National Association of Governors says it is most often asked for advice on are: "How can I get on good terms with a head who is dubious about the value of governors, especially parent governors?"; "What do I do when a parent complains to me about a teacher?"; and "What can be done about an ineffective head?"

Felicity Taylor hopes all this will change when more parent governors have the opportunity of attending training courses. Certainly, in areas where these are readily available such as Inner London, she reports, parent governors have been "really responsive".

The NAGM's own Regional Training Programme which began last year with full-day discussions and workshops specifically devised with the parent governor in mind have been "massively oversubscribed". But given the large numbers of schools to be covered and the turnover of parent governors every two or three years, this can do little more than scratch the surface.

The Government's attempts to promote governor training have done no more. The £110,000 education support grants announced last year for such training works out at less than £4 a governor, in the 10 authorities benefiting from a grant and nothing for the rest.

About half the local authorities in England and Wales have at some time offered some governor training, though much of this was in the wake of the Taylor report, was short-lived and of little benefit of new parent governors.

Until training is generally and automatically available, elected parents seem doomed to be unjustly – and probably unconsciously – relegated to a "second class" status at governors' meetings. Saleem Siddiqui has seen it happen: "If parents allow themselves to have less input, everything they do contribute will be accorded less value."

The reluctant go-between

Memoirs of a parent governor who is also a teacher

I became a parent governor because nobody else wanted to. I had deliberately resisted being nominated in the first round because I felt that other, non-teaching parents would be clamouring to be elected. This, however was far from the reality.

Eventually, I had a visit from the vice-chairman of governors who said "Go on, we do need someone who knows something about education."

Flattered by this vote of confidence I signed appropriate forms and was duly appointed although the local authority has to be informed that one of its teachers was on the governing body of another of its schools as an elected parent. Actually there was no election and the other parent place on the governing body was not filled for some time.

About a week before my first meeting my elder son brought home a banda sheet entitled "Extracts from headteacher's log". Feeling like an *interloper in Stortrek*, I read this through carefully and noted that there had been an outbreak of head lice, that various speakers had been into the school and that both members of staff had been attending a range of in-service courses.

I was very heartened by this and looked forward to hearing about the speakers and courses at the meeting. Two days before the meeting, I received a standardized agenda sheet with various items crossed out; this was delivered by hand by a kindly gentleman who was clerk to the governors and also clerk to the parish council and obviously someone with his finger on the village pulse.

He stayed for an hour or so telling me about his Mini, which had done 198,000 miles on the original engine, his butterfly collection and his tropical fish tank. This was very interesting, but he left when I asked if we were going to have the opportunity to discuss the proposed experiment in language and numeracy that we had heard about from the head. He didn't really know if there would be time for that.

At the first meeting we met very formally and I was introduced to the other governors. Being relatively new to the village, I didn't know many of them but was nevertheless impressed by the range of titled folk or elderly gentlemen introduced as Major This and Colonel That.

I sat in stunned silence during the meeting as we went through the agenda like some sort of archaic ritual. I can only describe the atmosphere as one of smug serenity. There were lots of congratulatory noises, directed towards the staff ("good show"), but the meeting really came to life when we moved on to item 4, "Buildings".

Discussion focused on the decor of the outside toilets and for about 15 minutes there was some vigorous discussion of colour schemes, the Colonel's military khaki being overruled in favour of pristine white.

At the end of the meeting, I went to the pub with one of the other governors who said that meetings were usually like that and when I asked about procedure for putting agenda items forward was advised not to bother. I said I was disappointed that the children hadn't been talked about, that there were issues which parents were genuinely interested in, and there had been little opportunity to raise them.

Following this meeting, the experiment in language and numeracy was implemented; basically one of the staff took language and the other numeracy, with all the children in both classes. This moved away from what I had assumed was the sacrosanct principle of continuity of care in the primary school.

Many parents complained to me about this. This took me rather by surprise; some parents were actually aware that I was representing their interests and expected me to do something about this problem. I hadn't fully appreciated this go-between function of a parent governor.

When I took up the various issues – particularly regarding lack of progress with reading – informally with the head, she said that parents could complain directly to her. She did not feel that the issue should be raised at a governors' meeting but said that she would discuss it with the chairman. I said that I felt such a fundamental rearrangement of the curriculum organization was something the governors would be interested in and she rather reluctantly agreed to talk about it at the next meeting.

At the meeting, the chairman took the language/numeracy issue as an item in the head's report and said, by way of "clear, lucid" that no felt that the experiment was worthwhile in the issue of continuity of care and monitor the progress in the school since some parents concerned, whereupon the chairman said very high profile management style and enough discussion of this had taken place moved "any other business".

I felt really hard done by at this and suggested that the head arrange an open evening to the project with parents. She once again said parents were welcome to come in but I did my suggestion be minuted.

There were lots of tense faces at this guess because the governing body had not ever, done anything except support the head have her day-to-day autonomy held it so must have been very strange. I say again that not engaged in a witch-hunt but meetings concern and desire for clarification.

Three weeks after the meeting, the whole discussed at an open evening attended parents and the head calmly announced although the scheme had enabled teaching strengths to be used to the full, it was now appropriate to revert to the original class organization within the school.

My experience of governing bodies limited. As a teacher myself, I welcome concern and interest and accept the accountability to them; as a governor branded as devil's advocate prone to Macbeth did at the crowning banquet is ting the admired good order". If this persists in maintaining a status quo that direct concern to parents and others, would be found of creating an optimism of which questions the continued function

This edited account from a parent governor small rural primary school first appeared 1980, one of the Perspectives series (now available from the Curriculum and Centre, University of Exeter, School of St Luke's, Exeter, EX4 4LL, price £1.

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SUPPLY

The two-way process

Jill Hawkins

I'd like to take up some of the points raised by Margaret Mallett (Talkback, *TES*, August 1) on the subject of supply teaching. Mrs Mallett spoke from the point of view of the supply teacher; I speak from that of a newish head of a smallish junior school.

We do try to make supply teachers welcome. After all, the school functions much more efficiently because of their presence. When a supply teacher arrives for the first time, I take her (they're usually female, as we all know) to her classroom, give a bit of information about the class and organization, and then I always introduce her to another member of staff, usually the person next door, who will help her with such details as television programmes and PE times.

When the children arrive in class I introduce them and usually mention one or two judiciously selected names so that she has the name of a child who will go quickly on a message next door, or the names of a few potential nuisances. Names are tools.

I am currently preparing an information sheet for visitors. That will be useful, since we have quite a few peripatetic and advisory/support staff.

I like to call on supply teachers who have worked happily in the school before. If they know the school, its layout and routine, and the members of staff, their work is made much easier, and also much more efficient because no time is wasted in settling in.

If a supply teacher is a familiar face in school, children respond positively and regard her as a member of staff. This familiarity renders the job far less "fragmentary and unsatisfying", because the supply teacher is part of the team, and it also gives the supply teacher the confidence to join in staffroom chat, perhaps putting forward ideas that she has gleaned from her work in other schools. I have done supply work myself, and I know how greatly it contributed to my own development as a teacher.

Wherever possible, I give the supply teacher prior notice that I need her. I know this is a counsel of perfection but I feel it is far better to ring from home, at least the evening before, than from school the next morning. Often the supply teacher has small children to think of, and if she has enough time to make proper arrangements, she'll be more relaxed and be able to do a better job. And that makes everybody's work easier and more efficient, mine included.

I also try, where possible, to give an indication not just of which age-group she will be working with, but also of what topic the class is currently engaged on. This has borne fruit in the past, as supply teachers have brought in their own ideas for the topic, thus enriching class work, rather than just performing a holding operation.

From the school's point of view, supply teachers can follow a few rules to help themselves to be valued.

Do be honest. If you can't get there till 5 past 9, say so. Then everybody knows the situation.

Don't give out all next term's supply of new pencils on your first morning. The children will think you're lovely, but the class teacher won't when she returns.

Don't try to reorganize. Usually a lot of planning and forethought has gone into what may appear to you as a muddle.

Do find out if the teacher you're replacing has a duty while you're there. Offering to do it, even though you don't want to, will increase your popularity.

Always leave a short written record of what you have done with the children. This shows you value your work and will help the class teacher.

If you genuinely can't accept work, tell the head when you're again. That makes you appear professional as you are, and the will be glad to avoid making wasting calls.

If you find anything especially teresting or pleasant about the say it to someone. Then we kn you appreciate us, too. It's a process.

Remember in a few years you need a more permanent job. relationship will stand bo and the school in good stead, ne you need is a reference.

I know some supply teache they're regarded as lowly mem the profession. With a little ef both they and their schools c what an enormously valuable tribution they make to the ed service.

Jill Hawkins is head of a junior in Croydon.

FRENCH PRIMARIES

Obigatoire, laïque et gratuite

Valerie Holtom

I was most interested to read Anne Jarvis' account of her visit to a primary school in Provence (*TES*, September 5), not least because I recently spent two months observing and interviewing teachers in 11 of the region's primary schools, and my own impressions are very different from Ms Jarvis'.

I visited a variety of schools in Marseille and in the villages around – and Ms Jarvis' description fits most closely the village schools which I visited. Evidently, as in England, the more rural primary schools (with mixed-age class groups?) are perhaps those which (through necessity?) follow most closely the child-centred ideology which the English primary sector tends generally to adhere to.

But to paint a wider picture, it must be said that there are many differences between French and English primary schools. Admittedly, school buildings in France may often be very similar to those in England, but you would be hard-pressed to find an open-plan one. Ms Jarvis also comments on the similarity of curriculum and teaching materials to those with which she herself works – yet I saw no topic work during my visits, and only on two or three occasions did I see any learning materials used apart from books.

And although M. Rene Monory, Education Minister, may no longer know exactly what each child is doing at any particular moment, he will certainly be aware, with a fair degree of certitude, of what each child knows at the end of a term. Central government guidelines are precisely laid down, and children repeat their academic year if they fail to come up to the mark.

I would certainly endorse Ms Jarvis' comments that structure to classroom activities is more evident, that there is far more formal testing, and more dictation, repetition, and memorization on the other side of the Channel. It is important for French children to learn things off by heart, and academic orientation is such that even seemingly social interaction is aimed at facilitating academic progress.

Funding, of course, is short – and children are often expected to provide their own pens, pencils, exercise books and slates (which were used in every urban school I visited). Parents are nearly always involved three ti running the *kermesse* (ascnei and this is increasingly regarde fund-raising exercise. But pa fund-raising by parents is cou contrary to the grand principles Jules Ferry's school, that is that be "*obligatoire, laique, et gra*

I have painted a general, ra a specific, picture of French schools and certainly some th visited were far-removed fr somewhat simplistic portra ongoing research at Bristol (in conjunction with the Univ Provence) into French and E primary teachers' conceptions professional responsibility wo to suggest that the underlying ples and realities of French education are considerably re from those of the English school.

I would suggest, therefore, somewhat premature on the part to imagine that French ch lish primary education is damentally the same on the surf one afternoon's visit to a numb school which may well have atypical.

Valerie Holtom is at the Sch Education, University of Brist

ASSISTANTSHIP SCHEMES

Some radical shortcomings

John Stonestreet

Often the only counterweight to the neglect of practical language work in tertiary education is the assistantship scheme, an international system of exchange in which students get the chance to spend a year teaching their mother tongue to schoolchildren in a country whose native language they have been studying.

A breath of fresh air, you may think, an ideal opportunity to escape from dry academic routine and participate fully in the life of a foreign community.

The first few weeks of my own time as an assistant in Paris were, to be frank, harrowing. Like a fledgling coaxed out of the nest for the first time, I found myself conditioned to expect friendly wings to offer me shelter and advice at every difficulty. I encountered...

Perhaps I had only myself and my middle-class upbringing to blame for this attitude, but having, as I did, to cope with the need to find intelligent and interesting things to say to classes full of young city slickers against a background of sleepless nights in cheap hotels, grave cashflow problems and sum sorties in search of permanent accommodation, I felt that a little more sympathy or even the odd helping hand on the part of my French teaching colleagues would not have gone amiss.

After almost a month of 14-hour days, I managed to find a room in a flat inhabited by a National Front supporter whose husband had recently committed suicide, the *ménage à quatre* being completed by her son, a brat of the highest order, and a neurotic dog.

The high resulting from the realization that I had at last secured myself a permanent abode, however eccentric, was tempered as soon as I mentioned this success to other teachers in the school. Some were simply relieved that I could henceforth concentrate fully on the job for which I was being paid.

Many had, in the interim, forgotten who I was. However, the frosty welcome I received from French colleagues was in no way exceptional. Many other assistants experienced similar problems in finding a place to live and in liaising with staff, and one or two gave up the ghost completely and returned home.

This was an unsatisfactory beginning with serious consequences, immediately establishing a rift between *natifs* and *étrangers*, a segregation of the two communities which the assistantship scheme as I understood it was designed to counteract.

As the year progressed, it became clear that assistants of a variety of nationalities were forming an English-speaking clique apart from the French. Friendships between the two camps became the exception rather than the rule. In retrospect, it seems short-sighted to blame individuals on either side for this separation. I would point instead to radical shortcomings in the assistantship system and suggest that much could be done to improve methods of organization which have, as the scheme has grown over the years, become inadequate and outdated.

The largely negative reaction to my presence from the French teachers at the school can, personal animosities excepted, be seen as a consequence of the manner in which the present system is run.

Permanent staff do tend to have a pre-conceived image of assistants as being lazy and uninterested.

This view is in many cases justified, for although the student teacher may well take up his post with a positive attitude, enthusiasm is quickly dampened by the realization that his or her contribution to the running of the school is purely extra-curricular.

According to the dictates of the system, the student's job is also to help prepare pupils for forthcoming examinations but rather to run conversation classes. Children attend these usually do so because sense a chance to relax and have fun.

Instead of casting the student role of the curiosity from abr surely it would be more profitable make more concrete use of the superior knowledge of their native guage.

The student should, in my opi be encouraged to educate rather to amuse, to prepare coherent relevant projects together with teachers. Bringing the assistant closer contact with the day-to-day running of the school would encourage better relations between teacher and student and also give the latter a greater sense responsibility and thus increase her interest.

On my return to England I for representative of the Council for Educational Visits and Exchan the organization behind the assistantship scheme, and asked whether any plans to expand the of the assistant were in the offing also wondered if, given the fact approximately the same number assistants descend upon the same time every year, a system reserving accommodation in families or in student-centres could be set up (as has been suggested by various teachers' unions) to save the hassle of finding digs.

ممنوع من التداول

Review

The Arts Council's training bursaries attract a lot of right-wing flak. Norma Cohen interviews three recipients – an acrobat who went to China, a theatre group who travelled round India, and a musician who is just back from Zimbabwe

CELEBRATIONS

Helen Crocker's interest in "New Circus" led her to China – to the famed Wuhan and Nanjing circus troupes, the Shanghai Circus School and the Peking Opera. For the last 10 years she has worked as an aerialist, choreographer, acrobat and dancer, touring nationally and abroad.

In China, circus has an unbroken 2,000 year-old history. Originally treated as "pestilence", performers moved from the status of street beggars to that of hired entertainers to the upper classes. After the '48 revolution, their importance shot up as cultural ambassadors.

"New Circus" uses traditional circus skills, "rediscovering the original verve they generated in the past, but within a new context," explains Helen Crocker. "Acrobatics, juggling and bouncing have been around for thousands of years as popular art forms, but circus is relatively new, especially in England, where it was only set up at the turn of the century."

With her trapeze partner Deborah Pope, Crocker's brief was to observe Chinese systems of training impossible to conceive of in this country. "Children start training from the age of seven or eight. They don't need to have burning ambition. When a troupe needs new members, it tours schools within its province and auditions pupils. Nutrition is often poor. Rickets is still prevalent. They're looking for solid physical specimens, who are taken away from their home to live with the troupe in one building near its workspace. It's a very close community."

Teaching is on a one to one basis. The teacher "adopts" the child and becomes its "parent". The troupe becomes its "family". They work exhaustingly long hours, with little time for socializing or visiting their families. Many intermarry within the troupe. If they make the grade, they're guaranteed a job at the end of their four to six-year training. "Children are physically manipulated. Teachers place the body in the correct position and a movement is repeated over and over again. They're never allowed to make mistakes, so the body doesn't fall into bad habits. There's no analysis. Creativity doesn't seem to exist."

A typical Chinese circus is light years away from its Western counterpart. To the Chinese, a circus means an acrobatic troupe, performing amazing balancing feats on each other or apparatus. They juggle everything – human bodies, vessels from the home, tools, jars, cloths. Sleight-of-hand is popular, along with vocal acts unknown in the West. The nearest thing would be ventriloquism. Artistes work in pairs throwing their voices, with a huge vocabulary of sound imitations ranging from the animal kingdom to engine hooters. Perch and trapeze acts are unknown. A pole balanced on the shoulder is the only aerial act.

"Our ideas on new ways of presenting circus skills were met with incomprehension," says Crocker, "though they're developing their own, highly complex skills all the time. Each act – how it's taught and performed – is tightly controlled by the Government. The most obviously subversive element – clowning – has been severely censored,

and suffered most during the Cultural Revolution."

One of the few places where the clown character is allowed to survive is in the opera, a highly stylised blend of theatre, song, dance, juggling and technical skills that incorporates elaborate design in its make-up and costumes. "Opera is one of the few places, alongside masks and painting, where bright colour flourishes. Pollution covers the towns in a thick grey dust – especially in Peking, the most colourless place I've ever visited. Everything is either navy or khaki."

Opera training is even longer – an eight-hour day, six or seven days a week, for eight to ten years. After a year's basic vocal and physical training, children specialize in one or two roles, spending their lifetime perfecting and performing them. The teacher-pupil relationship is vital for handing down information from one generation to the next. During the Cultural Revolution, most operas were banned, and the tradition suffered a severe blow. Attempts are being made to revamp some operas, although only a handful from hundreds are allowed to be performed. Sadler's Wells Theatre hosts one of the most central, "The Monkey King" in a season beginning on October 29.

Travelling through China, Crocker found that folk dance has low status. Modern abstract dance is discouraged in favour of a less threatening narrative dance-drama. Yet the whole country seems highly active, with the young keen on the martial arts and the old still faithful to tai chi. "You'd often see a 75-year-old woman exercising in the middle of the street, her leg stretched out against the railings at a 90 degree angle."

Flags are one colourful feature found throughout China, in the theatre-and hanging in the streets between washing lines. They've emerged in flagwaving processions with Bengali children, recently choreographed by Crocker for a Tower Hamlets arts project, and turn up as part of her solo show touring this autumn. Along with the stick twirling act she was taught by a woman warrior-playing member of the Peking Opera, and a hoop diving act originating from the Nanjing Circus Troupe, her month-long trip has yielded theatrical rewards.

The 'A' Team is a unique educational arts project with ILEA funding, based in Tower Hamlets. Drawing inspiration from the surrounding Bangladeshi, Vietnamese, Chinese, Indian, West Indian and Korean communities, designer Geraldine Bone, theatre animateur Elizabeth Lynch and audio-visual producer David Haley trace common links between social and religious festivals to create a colourful celebratory theatre. "We're looking at theatre in a non-Eurocentric, interdisciplinary way, finding meeting points between seasonal celebrations like the Diwali Festival of Light and the Chinese Festival of Lanterns," says Lynch.

This research took the group to India, to Raipoor in the Chattisgargh region of Madhya Pradesh. Here, they pursued their links with the Naya Theatre Company, recently acknowledged by Peter Brook as the definitive Indian folk theatre. Founder Habib Tanvir (Raipoor born, RADA and Bristol Old Vic-educated) draws his company not from classical actors, but from local folk artists with tribal and nomadic backgrounds, who bring their specific regional tradition of dance ritual, and female impersonation from the "nacha" dramas. When not performing, they return to their villages as farmers, tailors, potters, weavers and barbers.

Along with Brecht and Sanscrit classics like "The Claycart", Tanvir produces his own material based on traditional folk stories but updated with contemporary relevance. "Music, dance, visuals, devotional song, processions, giant puppets, fireworks and dramatic pieces all form an integral part of Indian theatre," says Lynch. "The style is often slapstick, somewhere between commedia and music hall, using stock characters like the clown, husband and wife, lovers and old man who improvise on a set theme. There's a lot of participation with singing, using string instruments and the tabla and harmonium." Women comprise a third of the Naya Theatre, often performing alongside their children. Although they have a powerful onstage presence, their status is low – "like that of English actresses 100 hundred years ago". Boys grow up to play the role of female dancers, growing their hair long. Coquettishly, they walk into the audience, wearing heavy make up and touting for money, which they slip down their false bosoms. Tanvir runs an extramural community theatre workshop, in his role as professor of drama at Raipoor University. Young urban enthusiasts take leave from work (if they're not already unemployed) to be co-opted into his company.

Using their own brand of celebratory theatre techniques, the 'A' Team were invited to devise a project reinforcing links between English and Indian culture, using a European folktale as framework, and involving men, women and children in the fortnight's creative process. Rehearsals were based at a private school set up by the Raj, but within a complex class and caste system; everyone mucked in together. Posh upper middle-class boys and girls worked alongside the children of servants, washermen and cooks who could boast of their travels to London and Paris during the LIFT Theatre Festival.

They took the story of the Pied Piper. This was appropriate to Raipoor, "a small town ruled by the mayor and his cronies. The company satirised them as the upwardly mobile, 'nouveau riche' set, English-speaking, whisky-drinking, lauding washing machines and modern western technology at dinner parties. Political debate is hot among young Indians, and the Bhopal disaster, happening only 250 miles away in the same state, has given technology a bad name." The show was seen as subversive, and encountered numerous censorship problems. Theatre is regarded by fundamentalists as anti-Islamic, particularly in neighbouring Bangladesh.

Travelling to remote villages throughout West Bengal and Bangladesh, they encountered ancient, pre-Hindu fire ritual, music and dance. "A man balanced a bunsen burner – a 'chimney'-on his head, from which another lit flaming torches. He twirled them around, extinguishing them under his armpits and between his legs." The group performed their own shadow puppet play, "The Children of Lir", based on an Irish legend. "Irish epics are similar to Indian ones, with transformations, holy men, kings and queens and dynasties."

Inspired by the Bangladeshi Martyrs' Day procession, commemorating the fight over the Bengali language, the company adapted their own Pied Piper story back in the East End for a local festival. "Traditionally, people would march barefoot at dawn to the Monument of the Three Arches, carrying flowers and Bengali alphabet trees, playing music and singing. We made costumes of trees hung with illuminated letters of the alphabet." Fired by the highly colourful Bengali rickshaw art, a cross between barge art and cut-away appliqué plastic, Pope translated the image into Mayday hobby horses with decorated skirts, created not by Bengali children (who look down on rickshaws), but by white children. "In England, folk dance has become fossilized, but in India, it's constantly innovative," says Lynch. The groups' 15-minute video, "Living Echoes", is available for hire from The London Tape and Drama Centre. £25 to schools, colleges, libraries from 95 Tottenham St, London SW1Y (01–767 2489).

Ethnomusicologist Terri Quaye has taught in schools and community centres since the Sixties, and internationally as a professional musician for over 25 years. Born in England from a line of Ghanaian musicians – jazz and traditional, she instigated Black Music Studies as a pioneer project in remand centres, and worked with young children at Brixton's Dark and Light Theatre. More recently, she was Artist in Residence at the Smithsonian Institution of America.

Quaye's bursary enabled her to visit Zimbabwe for the first time, concentrating her research on traditional instruments, spending time with traditional musicians and instrument makers. She visited a music workshop housed in a school involving mainly school-leavers. This one centre supplies most of the Shona people of Zimbabwe with xylophones known as "marimbas". "Particularly noticeable was the absence of gourds previously used to act as resonators. Pesticides used to spray crops have destroyed the gourds in the process. They're no longer large or plentiful and break easily. Music makers have now devised resonators made of plastic tubing."

One of the most widely-known instruments is the "mbira", Zimbabwe's version of the thumb piano, played inside a "dezi", a giant gourd decorated with beads used for amplification. "The 'mbira' is the ultimate in meditation," says Quaye. "Improvising on a set piece, the master player is the one who can extemporize ad infinitum, using traditional pieces for important occasions like births and funerals. People play to achieve a state where they'll receive guidance from their ancestors. But it's also used for relaxation. A family will play it in the evening after a hard day's work. It was traditionally used to accompany someone on a long journey, who'd play it as they walked along."

While in Zimbabwe, Quaye met master "mbira" players, including a musician who'd developed the instrument from the widely-found 24-key variation into a 56-key instrument. Depending on demand, she plans to bring him to England to give talks and performances to schools and universities. "Traditional culture is very much alive. It's not just a question of ceremonies. Music *is* the way of life, included in the daily routine."

The results of her trip will be housed at the Black Music Archives, a resource centre she has set up to provide access to students of theatre, education and media researching into Black music. Here can be found a stunning collection of instruments: drums from Ghana and New Guinea, percussion instruments like the "shakere" from Ghana and the "kayamba" from Kenya, an eight-string harp – the "aydil" – from Kenya, xylophones and a "mbira" collection. There's a permanent collection of Quaye's photography, videos including one on Zimbabwe music, a book and album collection and audio recordings.

Black Music Archives, Studio 7B, Wharfdale Projects, 47-51 Wharfdale Rd, London N1 9SE (01-837 8133).

BOOKS

Gland slam

The Fabric of Mind. By Richard Bergland.
Viking £12.95. 0 670 80896 2

Contrary to popular belief, scientists are swayed by fashion no less than the rest of us, and those who study the brain – neuroscientists to give them their currently fashionable title – are certainly no exception. They have been seduced, according to Richard Bergland, by a series of false assumptions and analogies – that electricity is the stuff of thought and the brain no more than a rather powerful computer. In place of these misconceptions, Bergland has his own positive thesis to put forward, but here, alas, he provides a more unwitting proof of the power of fashion. If not a computer, then what is the brain? The rather startling answer is: a gland. Hormones, not electricity, are the stuff of thought, the brain produces and is bathed in hormones, and all its activities involve hormones. And if that is not enough, we must also acknowledge the "disturbing, previously unthinkable possibility" that thinking goes on outside the brain, in other glands.

Non-scientists, for whom *The Fabric of Mind* is apparently intended, may find this not so much fashionable as frankly unintelligible. What on earth could it mean to say that the brain is a gland, hormones the stuff of thought, and, except as a not very funny, ribald joke, that our ovaries and testicles might be able to think? They will not, I am afraid, find any very clear answer here. Unless they already know, they will not even find out what a gland or hormone is. For Dr Bergland, the role of a book of popular science is not to explain or interpret science in terms the layman might understand. He sees it rather as an opportunity to reiterate, without explanation, a few startling but mystifying claims (that the brain is a gland), to give us a potted history of Greek thought (Aristotle was wiser than we realized when he said that the function of the brain is to cool the blood), some snippets of autobiography, and a denunciation of various demon-figures, including Walter Dandy, a neurosurgeon from Baltimore, who was apparently responsible for our failure to understand why the brain is hollow, and the Portuguese neurologist, Egas Moniz, who pioneered frontal lobotomy as a cure for agitated depression, for which he was awarded the Nobel Prize (here *is* an opportunity, unfortunately lost, to tell us a good story of bad science and worse medicine).

Indeed, Dr Bergland's entire book is a lost opportunity. For there is a larger scientific story to tell, which, although running the risk of fashionable exaggeration, has profoundly altered neuroscientists' view of the brain. Individual nerve cells send electrical impulses along their branches by a tolerably well understood mechanism (for their work on which, Hodgkin and Huxley were deservedly awarded the Nobel Prize). But nerve cells must also communicate with one another, and the transmission of an impulse from one cell to another, across the synapse that separates them, is achieved by specific chemicals, termed "neurotransmitters", released into the synapse by the transmitting cell and able to stimulate the receiving cell.

Twenty-five years ago, only one or two of these neurotransmitters were known; now there are dozens, with more being discovered every year. And maps of the nervous system can be constructed showing specific pathways or circuits subserved by different neurotransmitters. Moreover, there is good reason to believe that certain nervous or mental disorders are related to deficiencies or abnormalities in specific neurotransmitters, the best established correlation being that between Parkinson's Disease and a deficiency in dopamine, although dopamine disorders have also, more tenuously, been associated with schizophrenia. Other neurotransmitters, the endogenous opiates, clearly affect our response to pain and anxiety; yet others, but again more tenuously, may be involved in circuits subserving such functions as memory, or certain aspects of mood.

There is scope for a popular book that would explain just how these discoveries make the simple computer analogy of the brain so misleading. This book is not it.

Nicholas Mackintosh

The author at 16: from Alison Uttley: the Life of a Country Child, by Denis Judd – to be reviewed shortly.

Once upon a time

Country World. Alison Uttley. Memories of Childhood selected by Lucy Meredith.
Faber & Faber £3.95. 0 571 13784 9

"I was wrapped in the long flannel nightdress over the thin lawn nightgown that babies wore, and laid in a drawer to sleep. The old nurse took the deepest drawer from the polished mahogany chest of drawers, and lined it with blankets. She laid the drawer across two chairs and behold, a lovely cot for me."

Alison Uttley describes her safe ardwel into the country world, a gentle introduction that set the pattern for the rest of her childhood and for this book. The strongest impression throughout is one of safety. Mrs Uttley was born just before Christmas 1884 when the six foot snow drifts were too high for the doctor to get through, but there was food in the larder, onions, apples, carrots, potatoes were stored ready for winter: "no one would starve."

Few writers on country matters can command attention like Mrs Uttley. This is an area which seems to have expanded fantastically since the Sixties and Seventies when people fled the rat race in their thousands and seemed to be compelled to write about it. Before this there was a gang of ominous ruralists who spanked off the wonderful *Cold Comfort Farm*. There have been possetmongers to flinch from for a long time.

But this delightful compilation somehow manages to avoid almost every pitfall while giving the minutest detail. The visual images are the strongest, although sound plays a large part too. It takes more than a page to describe the kitchen dresser, for example, culminating in a paragraph about the pincushion "like an aged fat porcupine". Many of the pins were recycled darning-needles. "When a needle's eye was broken, my mother put a knob of sealing-wax on the end and made a scarlet-headed pin."

It seems the household was run thriftily. Not only the needles recycled but the household [illegible] were used again and again. Alison's frocks were made with seven tucks and simply let down a year (though the sleeves crept up arms). Her mother's constant [illegible] work quilting carried stories of [illegible] materials being used, such as crimson silk from a quilted petticoat that had belonged to Great Aunt Tabitha, was left to Alison's mother in the Will and worn for 10 years before being transformed into a cushion cover and a quilted bonnet.

Country World has something of the patchwork quality, since it is [illegible] from six books: *A Peck of Barleycorns, Ambush of Young Days, The Country Child, The Swans Fly Over, The Gate on the Hill, Country Hoard* and *Candlesticks, Candlesticks*. The two chapters taken from *Ambush of Young Days* are in the first person and the rest at the time Mrs Uttley is called Alison, while the family also have real names. Setting, stories, characters, atmosphere are constant but the style varies slightly.

One very strong impression is of darkness, dark nights, snow, and closed shutters. All this gives scope for safety and warmth of home and perhaps to the point of being cloistered, but it is the feeling that is absolutely delightful when it was encountered in the Sam Pig and Grey Rabbit stories for children. These contained lengthy descriptive adventures without the smallest hint of danger, and sentiment without [illegible] timentality.

The vision throughout *Country World* is one of excitement and wonder. Mrs Uttley comes across as having been from childhood a seeker and enjoyer. Perhaps starting life in a drawer is the secret. Whatever it is, something strengthened her response with walking through terrifyingly dark and dreadful weather to school, during cold and staying away, with the "the man from the Government" threats of fines for poor attendance, and, worst of all, the despair of getting a prize, since prizes depended on attendance.

The first day at grammar school was traumatic too, with 11 hours before setting off and arriving home, and astonishing contempt of the latter for "The scholarship girl! Your train-girl aren't you! Your father's a farmer!" One of the girls unexpectedly joined battle. "She says she has a house without a bathroom."

C F Tunnicliffe's illustrations are entirely in harmony with the pure frosted window, a plate of [illegible] father's cart fetching the nurse from the snow. They are simple and spare like the descriptions, and paint a picture without nostalgia.

Frances Fur

Lament for a city

Collected Poems 1967–85. By Adrian Henri.
Allison and Busby £12.95. 0 85031 655 3. £6.95. 085031 656 1.

Adrian Henri's reputation as a popular entertainer is secure. Ever since the publication in 1967 of *Penguin Modern Poets 10: The Mersey Sound* his poems have been read (or heard) and enjoyed by generations of schoolchildren and students (to the detriment of those who thought imitation of the inimitable possible). And an exhibition of his paintings will soon be on tour *. The success lies almost wholly in Henri's accessibility: his own often eclectic, sometimes daft cultural references – such as those endearingly listed in *Me*, the opening stanzas in this collection – rarely impede or disturb his ability to communicate.

Inevitably, in a confessedly autobiographical volume of such immediacy, certain references will jar, occasionally embarrass, sometimes raise a wry grin. Without you they'd forget to fall the tail to every packet of crisps / They have; Adrian, they have. Generally, though, the pop and popular references work like small epiphanies; fancies celebrating the moment in blues, Beat, and parodied advertisements: "Copies of your poems stamped on eggs instead of lions . . ."

Many of the earlier "public" poems, those of the late Sixties and early Seventies, have about them a wild rhetoric and there are echoes of Blake, Christopher Smart and the Ginsberg of *Howl*. But don't be misled – he ranges from A E Housman: "Come let is snow on Wenlock/Fall down and cover me/ Happy I was in Wenlock/Happy no more I'll be." to an *in memoriam* Mao Tse Tung.

The more personal poems are usually addressed, in the manner of *les chansonniers* to lovers or friends. They are often formal, touching and, over the years, consistent.

In later poems – from about 1975 – there is a greater emphasis on the lyrical, less on the acid swipes at society, and Henri the painter appears: each of the seven locations in "Rainbow" from *Penny Arcade* (1983) is literally and colourfully delineated. And the word-sketching of his many travels resemble poetic postcards.

Taken whole, book by book, the collection is a constant surprise – like finding *cordon bleu* cooking at a publisher's party.

There are minor irritations (according to taste). The frequent neologisms are often reminders of the wetter e e cummings: "blown pinkandwhite skyhigh", and there are one or two careless repetitions: "and alcoholics bloom in city squares"; "the first alcoholics/blossoming in Euston Square". And one can tire, metaphorically, of "thighs", "lichen", "willowherb", "knickers" – even "Bodymist" (the toiletry). It is the poet's strength, though, that such irks are hard to find.

Above all, even above his most persistent theme of love, the book is a lament; with a minimum of nostalgia, for a vanished Liverpool, a city "murdered by planners not German bombers"; a lament of 20 years which is becoming increasingly sombre.

Barry Cole

* The Art of Adrian Henri 1955–1985 *will be at the Arcade Gallery, Harrogate, October 4 – November 9; the Mostyn Art Gallery, Llandudno, November 22 – December 24; the Bluecoat Gallery, Liverpool, January 13 – February 17, and the Camden Arts Centre, London, February 24 – March 22*.

Ramshackle romp

CHILDREN'S LITERATURE

Dido and Pa. By Joan Aiken. Jonathan Cape £7.95. 0 224 02364 0.

Dido and Pa is an immediate sequel to *The Cuckoo Tree* (1971) in Joan Aiken's exuberant series of quasi-historical romps about wicked Hanoverian plotters. Like its predecessors, it bowls along with great zest. The basic joke may be wearing somewhat thin, but it is still carried off with panache. What is perhaps most unusual about these books is the vivid sense they convey of the writer's enjoyment: Joan Aiken simply revels in language. Consider, for instance, her description of this book's villain on his well-earned deathbed: "The Mistgrave was indeed a ghastly spectacle as he reclined against his heap of silk pillows – his face waxen, streaked with sweat, his lips blue, his eyes sunken. The sheets were dabbled with blood, where Dr Flinster's phlebotomy had gone a little wild, there were burnt holes in the pillow cases where the red-hot iron had slipped; leeches crawled about looking for their pond, all various green, black and yellow splashes showed where medicinal draughts had missed their mark."

The sinister Margrave is the sworn enemy of King Dave Jamie Charlie Neddie Georgie Harry Dick Tudor-Stuart; he is stalked in his plots by the musician Abednego Twite, and foiled in them by Twite's irrepressibly resourceful daughter, Dido. The relationship between these two, father and daughter, is the pivot on which the plot seesaws. Dido knows her Pa is "a rancid liar (who) don't reckon on nobody but himself", but she also knows that he is a true artist: "there's nobody in the whole world can make up tunes like his." Pa's combination of affection and self-interest, and Dido's of loyalty, disapproval and admiration, lend an edge of ambiguity and uncertainty to scenes that would otherwise be straight slapstick.

Many of the jokes in *Dido and Pa* will pass child readers by; but there are enough to go round. It is, triumphantly, a children's book, not because all children will like it, or any children will like all of it, but because it depicts a whole kingdom run along the lines of children's make-believe. There is a wonderfully ramshackle, ad-hoc flavour to the whole thing; the twists and turns of the plot have the inspired opportunism of imaginative play.

Neil Philip

Trusty

National Trust Pocket Books: Garden Birds. By Reg Jones. 0108 9; Rare Breeds. By Claire Hanson-Smith. 0199 7; Waterwheels & Windmills. By J Kenneth Major. 0198 8; The Real World Of Beatrix Potter. By Elizabeth Battrick. 0177 6. Jarrold and Sons Ltd £1.95 each.

Fully illustrated with big clear [illegible] (many in colour), these four [illegible] sized paperbacks, the start of a [illegible] National Trust series, are all [illegible] guides to their subjects. For [illegible] *Garden Birds* is packed with [illegible] tion on more than 50 different [illegible] including details of the best [illegible] attracting and caring for them.

Rare Breeds warns that all the [illegible] this year there were 39 endangered species in Britain, excluding [illegible] details them all, explaining the problems involved, and points out [illegible] sadly two others became extinct in recent years, the Irish Elk [illegible] Lincolnshire Curly Coat pig.

Beatrix Potter is featured in the series because she was a strong supporter of the Trust and helped [illegible] farming policy. Elizabeth Battrick [illegible] became interested in her work [illegible] an article about cottage [illegible] Westmoreland. She found that [illegible] had been one of its leading supporters there.

BOOKS

More than a job

Katya Watter goes down some byways in the history of education

Educational Documents (Fifth edition). By J Stuart Maclure.
Methuen £7.95. 0 416 39470 1
The College of the Ridge. By Richard C Fletcher.
Richard C Fletcher, Yew Tree Cottage, Yock Lane, Wick, Worcestershire WR10 3NS £3.60 + 55p p&p. 0 950 988 1.
Charlotte Mason College. By J P Inman.
Cormorant Press PO Box 17, Winchester SO22 4PG £4.20. 0 9510570 0 6.
Channing School: A Progress. By E M Saunders.
Channing School, London N6 5HF £4.00. 0 901577 01 4.
Harvest to Hayseed. By Roma Goyder.
Fletcher & Fletcher £5.50. 0 948609 01 X.
Arnold Lodge School. By John M Winterburn.
Kenilworth Road, Leamington Spa, Warks CV32 5TW.
The Kent College Centenary Book. By Christopher Wright.
Batsford £10.95. 0 7134 4777 X.
A Magnificent Pile. By E W Jenkins.
City of Leeds School £11.99 and £6.99. 0 9510033 13.
Dowdales People. By J T Franks.
The Reminder Press £10.95. 0 9506689 2 3.
Headmustering Man. By Stowers Johnson.
Robert Hale £9.95. 0 7090 2507 6.
A History of Gunville and Calus College. By Christopher Brooke.
Hutchinson £19.50. 0 85115 423 9.
A History of Wells Cathedral School. By L S Colchester, David 'Tudway Quilter.
The Bursar, Wells Cathedral School, Wells, Somerset BA5 2SX £12.60.

At the beginning of the 19th century the state of education in this country – as elsewhere – was much as it had been for centuries. In the villages the schools, if you could call many of them that, were mostly in the hands of the church or philanthropic landlords and the girls were trained to be good indoor servants and the boys to be good labourers. Charity-conscious ladies of the parish – themselves educated by a governess at home – would occasionally take classes and bestow their patronage. Such a school is described in Mrs Gaskell's *North and South*. The cities were better served, provided the family could afford the fees, but effectively there was almost nothing available to the poor.

The building up of our system of education is based on two main aims: first, the making available, free and to all, elementary and later secondary education (often initially known revealingly as "middle class education") and finally higher education of all kinds; second, the freeing of state provided education from dominance by established religion.

The 19th century saw England change decisively from an agricultural to an industrial economy and find herself faced with all "the incipient problems of a modern state and had to improvise the administration to tackle them" (*Educational Documents*). Education was one of the problems and perhaps suffered more than most of the new undertakings because it involved a whole new social attitude whose importance was not always seen by those primarily concerned with the making and spending of money.

All but the most elementary education was a middle – or more exactly – an upper class luxury and prerogative, elements of which still prevail in the private sector. In fact secondary education did not become an official state concern until 1902 and, except for scholarship winners, fees were demanded. For the most part, therefore, it still remained a middle class privilege. Comprehensivization, for all its drawbacks and mis-applications, was a recent step towards equality of opportunity as was the provision of the educational grants. *Educational Documents*, prefaced by an admirable introduction showing how persistently the same issues re-appear in the legislation and reports, presents selected extracts which plot the development of the public system of education". It should be required reading for anyone seeking to understand this system.

The 19th century, and particularly the second half, saw a proliferation of schools in both the public and private sectors. The State's concern was with elementary education only. The new school buildings were dreary and uninspired, rather like the lessons carried on inside them. Some of the private schools resembled Dotheboys Hall far too closely. Some gave good value for the small fees charged but without endowments or any additional income were unable to survive. Training colleges for teachers were at first for elementary teachers only but gradually others were founded.

The books reviewed here all show the changing attitudes and aims of the last 100 years or more and different methods of carrying them out and all but two of the educational establishments were founded in the mid-19th century or later.

In the second half of the century the education of the handicapped was first seriously undertaken. Disabled children had been totally imprisoned in their misery, often with no future other than beggary, misunderstood and frequently mere figures of fun. The College on the Ridge founded in 1866 was a pioneer school for the blind. Mr Fletcher's account of the headmastership shows what enormous progress the century has brought about with its improved technology and sympathetic approach and with what devotion and ingenuity the teching staff carry on the tradition of inventing and adapting apparatus and aids of all kinds. The pupils' success list is impressive but one wishes to know more about the less fortunate ones, those for whom blindness is only one of the handicaps they must contend with. Of course similar strides have been made with children suffering from every kind of disability.

Handicapped in a different way were the intelligent women whose disability was purely that of their sex. In this period schools for girls leapt or crawled painfully into existence fighting against prejudice, lack of funds, and almost total dearth of educated women teachers. Miss Buss and Miss Beale – insensible to Cupid's darts as women teachers all had to be even until the Second World War – were pioneers and both of them were supporters of the women's training college for secondary school teachers, Hughes Hall, in Cambridge. Miss Buss guaranteed the first year's rent of the house hired for the first 14 girls and their principal was Miss E P Hughes, whose "alchemy" worked upon pupils and reluctant dons to create a college to be respected. The Charlotte Mason College was founded by Charlotte Mason (who also inspired PNEU) in 1892. Its original aim was to give young women a liberal education. Charlotte Mason believed in the reforming power of education and the college's first preoccupation was to train middle class girls for teaching at the same time giving them a wide rather than a specialized curriculum. Financial problems almost caused its shipwreck but it survived and is now flourishing.

Channing School was one of the many founded in the second half of the 19th century. Named after an eminent American Unitarian, it aimed at embodying his principles and carrying on the tradition among many nonconformists of educating daughters as well as sons. Financed privately and dependent upon fees, this school too had its money problems, but through the years, although changing continually with the times, the education and training it provides has been of the highest quality.

Harvest to Hayseed is the story of Hayes Court, a school for girls started in 1919 which unfortunately did not survive the outbreak of war. Although not a "progressive school" it was run in relaxed style, in the forefront of new things, and owed its character and achievement to its founder, Katherine Cox.

Arnold Lodge School, founded in 1864, is a prep school run on conventional lines which in modern style now accepts girls. The message underlying this brief history of the school is the importance of independent schools in helping its pupils adapt to a continually changing outside world.

Kent College and Leeds Central High School, both schools for boys founded in the 1850s, shared the difficulties experienced by the girls' schools of the same period in that they lacked money, adequate buildings and teachers. Like them, their ultimate success was largely due to devoted principals and teaching staff. *A Magnificent Pile* is of special interest because of its first chapter which details the prejudices and problems a school run in conjunction with the local authorities was up against.

Dowdales People is particularly relevant to the problems still existing today. It gives in detail the excitement and opportunity that the introduction of comprehensivization brought to what was until then an enterprising secondary modern school. Too often this change is viewed from the point of view of the grammar schools and its effect on the secondary moderns is overlooked. In certain respects, the challenges Dowdales had to meet were peculiar to it, but the manner in which the new order was achieved repays study.

The author of *Headmastering Man* – himself the headmaster in question – tells a story of enthusiasm and enterprise sadly thwarted on too many occasions by short-sightedness – not to call it by a harder name – of the authorities whose pre-occupation with careers and politics caused many obstructions and finally the unnecessary abandonment of an entire school building.

Very different is the picture when we turn to *A History of Gonville College and Calus College*. Cramped accommodation, lonely pioneers and pitiful lack of money are replaced by magnificent buildings, long history and at least comparative wealth. To read this is to rend a part of the history of devotion to learning and excellence which, in spite of lapses and bigotry, has brought the best and the true civilization of the West into being. It is also a history of many famous men and hence, in part, of England herself, full of fascinating sidelights and written with a grace that reflects the graciousness of the setting.

Wells Cathedral School, founded in about 909, is one of our oldest schools. Like Gonville and Caius, it can be taken as a history of education through the ages. Moreover in the account given in this history of the Tudways, a family whose fortune won on the sugar plantations of Antigua contributed greatly to the school's growth and success, we can see an example of how trade and commerce affected some of our most prestigious educational centres.

The quality that most forcibly strikes one below all these histories is the devotion of the teaching staff to the welfare of their students and to the maintaining and raising of educational standards. The best teachers have always considered their work to be not merely a job but a vocation and it is in this conception, so well demonstrated in these histories, that the strength of any educational system lies.

W S Brownlie

Children in a London nursery school, photographed by Gerti Deutsch: one of the illustrations to Women Photographers: the other observers 1900 to the present by Val Williams (Virago £9.95). Publication of this book coincides with a new exhibition at the National Museum of Photography, Film and Television in Bradford, and with a five-part series on Channel 4.

lingo

On behalf of

"Why is there great interest on Lonrho's behalf in the *Today* newspaper?" asked the ubiquitous Sue Macgregor. What she meant was, on Lonrho's part.

Fowler/Gowers noted an error in the use of "on behalf of", which was to think that it meant "for the advantage of". This could be correct only additionally or by chance, the real meaning of the phrase being, speaking or acting for someone else – which might or might not bring advantage. I can't say that I have noticed this error.

The *OED* records that "on behalf of" was a blending, about 1300, of "on his halve" and "bihalve him", both meaning by or on his side. (You have a left side and a right side, and at one time it was said that you had a left half and a right half, which seems logical.) The result of the blend was "on his bihalve", and the development of meaning into speaking or acting for him is not an unexpected one. "Bihalve" itself came from a phrase, "be healve", meaning by (the) side, which became a preposition and then today's noun.

Let's not go into "behoof", which is archaic anyway.

Turning to "on the part of", it did once mean as the agent or representative of, but not any more. It means so far as concerns, as done or performed by.

Today's error is to put "part" for "behalf", and here are other recent examples:

"The Libyans see it as provocative on behalf of us." (US spokesman)

"There was no intention on behalf of the Government to delay this Bill." (Barney Hayhoe, MP)

"Some bloody-mindedness on behalf of British Rail." (Ray Buckton)

You would never get bloody-mindedness on the part of ASLEF, would you?

W S Brownlie

THE MEDIA TAPES

Written and produced by **ANDREW BETHELL**
Directed by **NICHOLAS MCINERY**
for Placebo Productions

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BOOKS

The Rule of Law

The Changing Constitution. Edited by Jeffrey Jowell and Dawn Oliver. Oxford University Press £25.00 and £12.50.

"The enforcement of accountability depends largely on the ability of Parliament to prise information from governments which are inclined to be defensively secretive where they are most vulnerable to challenge." Colin Turpin makes this assertion in his chapter on "Ministerial Responsibility – Myth or Reality?" Secrecy rather than open government has been a fact of life in recent years. Witness, for instance, the difficulty in hearing the truth over the Westland Affair or the Falkland Islands invasion. Some ministers resign, notably Lord Carrington, Mr Richard Luce, Mr Humphrey Atkins and Mr Leon Brittan. Others deny the full doctrine of ministerial responsibility, and blame their officials. Thus Michael Selby, then Governor of Brixton Prison, resigned after three prisoners escaped, and the civil servant in charge of the appropriate division of the Northern Ireland Office "must be held responsible for some of the shortcomings at the Maze" after the breakout by some Provisional IRA members.

The extent to which civil servants can and should take the blame is a vexed question, as is their political involvement. What price Clive Ponting's "not guilty" verdict after his role in the Belgrano affair, when he argued his responsibility to Parliament? What should be said in retrospect about Sarah Tisdall's leak to the *Guardian* "in the public interest"? These questions used to be the territory of constitutional lawyers and academic political theorists, but they are now so much at the forefront of debate that this book is essential reading for anyone who requires detailed knowledge of the present position and its implications.

That is not to say, however, that all the chapters make easy reading for non-lawyers. Some sections are irredeemably technical, and a glossary, as well as a more adequate index, might have been useful for the non-expert. Jeffrey Jowell's own chapter on "The rule of law today" is a remarkable exception. He examines A V Dicey's concept of the Rule or Supremacy of Law, in the centenary year of the publication of Dicey's "The Law of the Constitution", and analyses it with admirable clarity. This is undeniably technical material, but its influence carries well beyond lawyers. Who should fetter the discretion of officials in, for instance, the giving of grants for winter coats? And how should the decisions of planning inspectors be vetted, when both the law and "the public interest", not to mention "other material considerations", are taken into account? And who should make those decisions, and with what safeguards?

Safeguarding the rights of the individual is the central issue. But whether it is the responsibility of Parliament, or the judiciary, via the Rule of Law, is not clear. Should there be a legally enforceable Bill of Rights in Britain, so that British dirty linen will not constantly have to be washed in the public of the European Court of Human Rights at Strasbourg? Arguably so, since "the Westminster Parliament has failed to use its sovereign powers to secure the rights and freedoms of the convention (European Convention on Human Rights) for the people of this country by incorporating the convention into our law". Anthony Lester argues this at the end of his chapter, but the refrain is picked up throughout the book.

One area left out of this otherwise comprehensive and impressive treatment of the subject is that of Northern Ireland. Jowell and Oliver note the omission in their introduction, and both Lester and Marquand touch on the subject. But of all the areas of constitutional concern, Northern Ireland is perhaps the most important – and the most intractable. As yet more controversy ranges over the alleged "shoot to kill" policy of the Royal Ulster Constabulary, and Stalker is reinstated by the Police Authority in Manchester, Rodney Austin's argument in this book for a Freedom of Information Act becomes compelling. For we do not really know what happens in Northern Ireland. Yet this is the most crucial area for constitutional debate, as well as political analysis, of them all.

Julia Neuberger

Coiffed workers in a Breton sardine factory: one of the illustrations to Frank Delaney's The Celts (BBC/Hodder and Stoughton £14.95), which is published to coincide with the television series starting later this month.

Worth its salt

Grey Dawn Breaking: British Merchant Seafarers in the Late 20th Century. By Tony Lane. Manchester University Press £17.50. 0 7190 1876 5.

A sociologist who has been a seaman, Lane attempts a systematic analysis of "the changes and continuities of the seafaring life" during the past 30 years, when the British Merchant Service has been undergoing much technological and operational change and suffering dramatic shrinkage. To say that this is a valuable textbook for the student of industrial history or social science is not enough. Heavily dependent as it is on interviews with over 50 seafarers, their anecdotes and comments, the book does not have the anaemic quality of a mere manual. The tang of the salt remains strong in its pages; the sociologist does not always dominate the sailor. There is much to inform and entertain that wider readership for whom ships and the sea and those who live by them have a constant appeal.

R S Morton

Fair game?

The Long Affray. By Harry Hopkins. Papermac £6.95. 0 333 42060 0.

In a Hampshire churchyard, the head stones on the grave of a "notorious poacher", hanged in 1822, are the starting point for a fully documented study of the "Pheasant v Peasant" struggle waged with varying intensity during the past 200 years. As William Cobbett noted, "the great business in the countryside is game", and under the protection of harsh Game Laws countrymen impoverished by Enclosures had the mortification of watching the Squire's game growing fat on their meagre crops, but could not prevent it. To assert their rights, to show their manliness, but most of all to provide food for their families, they then turned to poaching. They knew full well the hazards of man traps and spring guns and the near certainty of transportation or execution if caught by keepers, the men who understandably "walked alone" in their village. Harry Hopkins vividly describes this bitter warfare, with no quarter given, in which even the poacher's brother could be sentenced to be hanged.

In Cobbett poachers had a staunch supporter, and his *Register* and Letters *to Landlords*, as well as his opposition to Palmerston, opened up the whole problem to such an extent that some gently condemned its savagery, but it was John Bright, Joseph Arch and later Lloyd George with, oddly enough, *Punch*, founded in 1841, who really roused anti-landowner feeling. Neither Prince Albert, raising his 10,000 pheasants a year at Sandringham, nor Edward Prince of Wales with his battues and extravagant house parties, were spared in polemic or cartoon. In the North, anger was directed against the development of deer forest and grouse moors, leading not only to more poaching, but to the "mass trespass" by Ramblers' Organizations on Kinder Scout in 1932.

For those wishing to probe beneath the apparently idyllic country life of the 19th century and onwards, this radical book is on no account to be missed.

Eric Church

Wrong but Wromantic

Tom Corfe on the discreet charm of antique history books

Cash crisis or no, cut-throat competition among publishers still produces a bewildering profusion of colourful history books for schools. Hardly a week passes without some mouth-watering new series, while scores of exciting volumes jostle for library shelf-space. Never has the past been so attractively purveyed and so lavishly pictured.

How does today's flood compare with the steady flow of half a century ago, as represented in Gordon Batho's rest home for tired textbooks? The collection is summarized in a Handlist of History Books for Schools, first published between 1915 and 1939, held in the school of Education, University of Durham, complete with an introduction by Professor Batho.

The handlist is not as helpful as it might be. There are inevitable gaps in the collection; readers with dusty relics stacked in dark cupboards might like to help rectify this. Essential publication details are included, but no description is attempted. The alphabetical arrangement lists authors, titles and sometimes series; so many books appear two or three times, while at least one is there only as a forlorn cross-reference leading nowhere. Finally, the arbitrary starting-date misses the opening chapter of the story. The 1902 Education Act produced a prompt response. The Board of Education's enlightened first *Suggestions* for elementary school teachers of 1905 was followed by the circular on *Teaching of History in Secondary Schools* in 1908; in between, the Historical Association was born in 1906. During those busy years a flurry of publishing brought a range of school history books that foreshadowed almost every bright idea to appear since; source materials, local history, empathy, creativity, projects and practical work were all there.

What the handlist does offer is a ... preference for violent action colours our view of today's world. These were the images that thrilled budding historians and left a permanent impression of what the past was like, dense with lonely Princes in the Tower, defiant British queens and Saxon kings, saintly missionaries, tragically decapitated monarchs, noble deeds of battle-bravery, self-sacrifice, adventure, love and care. "Illustrated by the great Historical Paintings of Sir Lawrence Alma-Tadema, Sir John Gilbert, G F Watts, J M W Turner, C W Cope, Charles Landseer, Paul Delaroche, Benjamin West . . ." claimed the title-page of Nelson's *Highroads of History* (1930), and there they all were, in uncertain colour or fuzzy grey-and-white. This was how we learnt to recognize Cavaliers as Wrong but Wromantic, Roundheads as Right but Repulsive, to cite a classic textbook of 1930 inexplicably omitted from Batho's list.

They lasted long, those images; just as the hardback textbooks of the time lasted, and the teachers who used them, Marten and Carter, C B Firth, G W Southgate: back they came, year after year, grubbier and tattier, blotted and pencilled, until children of the Fifties recognized daddy's signature among those on the fly-leaf. Nowadays textbooks, like teachers, work harder: book design; lurid language strive to grab the passing fancy of telly-jaded kids; tragedy is comic and our ancestors' virtues are a joke. But the new pictorial history, however colourful and carefully accurate, is unlikely to prove as memorable and effective as those antiquated lines and half-tones.

The picture tied in with the stories, of courage, enterprise, loyalty and compassion, of "Warrior Queen", "Little Admiral", "the Barber who became a Knight" and "the Children's Friend". We are cautious with such sentiments nowadays. But Rhoda and Eileen Powers' *Boys and Girls of History* from 1929 is still readable and acceptable. The 11 portraits included in the handlist make an interesting cross-section of people-who-mattered in school history and themes that were explored: Christianity with some bias (Cranmer, Ridley, Frederick Wise, Erasmus, Bunyan), Renaissance (Leonardo), industrial enterprise (Stephenson), Empire (Durham and Gordon), and social conscience (William Morris and W E Forster).

Then as now, earlier times gave scope for more imaginative treatment, and artists had freer rein. Not surprisingly, an Edwardian Boadicea looks just like Christabel Pankhurst, and St Augustine is straight from Trollope. And was it textbook illustrators of Edwardian times who first gingered up the viking image by adding Wagnerian helmets? If so, that was their most lasting invention. Prehistory called for even richer imagination, stories and pictures to bring life to unrecorded heroes. 1904 to 1907 produced Strong-arm and Shaggytooth, Bodo and Golu-Ug (H R Hall's *Days Before History*, Harrap, 1907) is the likeliest of an uncouth bunch. He lives in a pitiable hovel, wears deerskin, lacks proper furniture, watches pots moulded and baked, fields against intruders wielding prongers and ... adorning the text are drawings of the artefacts that survive. Only the last chapter is, by today's standards, a horror-story; the books knowall narrator and his obsequious audience, hunting the past, join in enthusiastic pillage and destruction of what sounds like a particularly rich chambered tomb.

The best of today's schoolbooks have left these primitive tools of the trade far behind. They make children think about the past and its portrayals a way older books hardly ever did. Their image of the past is candid, clear, realistic, based on sound evidence fully explained. Our classes should have a far more accurate picture of the past than their fathers. But nowadays schoolbook images are overlaid by more powerful influences. Textbook pictures and values have given place to those of Hollywood and the soap opera. Whatever we tell them, today's children know that prehistory is about bikini-clad cavewomen wrestling with brontosaurs, that Iceni-clad centurions persecuted simple Britain-thumping Christians, and that Roman emperors, feudal lords, Victorian capitalists, Germans, and people with posh accents, are baddies who will get their come-uppance, usually violently, in the end.

The Handlist may be obtained by sending a 24p s.a.e. to the history of Education Project, School of Education, University of Durham, Leazes Road, Durham DH1 1TA.

Dead as Doornails by Anthony Cross (Oxford Paperbacks £3.95) comprises Brendan ... tragi-comic reminiscences of Brendan ... Behan, Patrick Kavanagh, Flann O'Brien, Colgunn and Macliam ... and others who flourished firstly in the Forties and Fifties. Often hilarious (Cronin's time in France with Behan), more often poignant, the book shifts from Dublin to the denizens' hoosy ... Soho bohemia and stands with Mac ... Green-Ross's (also here) *Memoirs of ... Fortier* as a small monument ... cultured lives.

BOOKS IN CLASS

Combined elements

Macmillan Integrated Science Book 1. Edited by Mick Mitchell. Macmillan Education £5.95. 0 333 36224 1.

Extending Science 8. Life Worldwide. By Tessa Carrick. Stanley Thornes £2.15. 0 85950 553 7.

An ordinary looking book at first sight, *Macmillan Integrated Science* repays closer inspection. The authors obviously have a deep understanding of their subject, and the ability to communicate it; this alone makes it stand out from many similar texts.

This is the first volume for a GCSE integrated science course; another pupils' book and a teacher's guide are to follow. The text is divided into five long units, which broadly follow traditional subject boundaries; much of the book is given over to physics.

The first unit, Earth, is wide ranging, including sections on geology, minerals, astronomy, and an outstandingly good description of gravity. Biology receives very short shrift in unit 2, Cells and Organisms; a mere 31 pages from over 270. The approach is interesting though, emphasizing function as well as structure. However, much of this work is often covered in the lower school, sometimes in considerably more detail, and the same is true of unit 3, Energy, which includes forces, energy transfers, waves etc. and an interesting final section on communication. Unit 4 gives more depth, with a comprehensive account of electricity and magnetism, from electrostatics to the national grid, with very lucid explanations throughout. The final unit deals mainly with physical chemistry – particles, formulae etc. Here, as in other parts of the book, the sequencing of the material is sometimes unconventional. It works, but it is sometimes difficult to scan through and find things; the index is essential.

The approach and content are fairly traditional; much is description and explanation – exceptionally well done throughout. The instruction for practical work shows careful thought; even so, teachers may feel it is safer to demonstrate some experiments. Included in the text are some very interesting assignments, some dealing with applications, and often consisting of a short passage followed by some very stretching and some open-ended questions. The sections within units end with useful summaries and relatively straightforward questions. The text is well illustrated with black and white photographs and diagrams, and pages are clearly set out in a two column format.

The reading level and questions appear suitable for fourth years of average ability or above, but they may find, in places, too much repetition of lower school work. However, intelligent second and third years will also be able to make good use of this book, and it is certainly worthy of serious consideration by all science departments.

Another interesting read, for third years and above, is *Life Worldwide*, the latest addition to the Thornes Extending Science series (others in the series were reviewed on December 28, 1984 and September 20, 1985). This booklet is in the same format, generously spaced with good black and white illustrations, and it maintains the high standard of easy to read yet informative accounts of areas which support and develop standard syllabus material.

It describes plant and animal adaptations to life in five different environments, from tropical rain forest to the polar regions, with several explanations in terms of food webs, photosynthesis and volume/surface area ratios. The end of chapter questions are standard, but be prepared for the activities – have your brine shrimp eggs and cactus seeds to hand!

Lynne Marjoram

Early warning

Success with Science Early Learners. By Fay J Humphreys and John A Henderson. Blackie £4.50. 0 216 91902 9.

Science 'early learner' books. By Bob Graham and Fay J Humphreys. Water 0 216 91896 0. Heat 91897 9. Senses 91898 7. Wheels 91899 5. Moving 91900 2. Sound 91901 0. Set of six books 0 216 91991 6. Blackie 75p each (£4.50 set of six).

The continuing emphasis by the DES on the scientific education of young children, and the response of publishers to that emphasis are to be welcomed, for the roots of an ability to explore the world with interest and meaning grow in the infant school. However, getting children to develop inquiring minds and a scientific approach to things is hard work, so how much do "science early learners" help? There are six, 16-page storybooks in full colour for infant and early junior readers, accompanied by a 70-page teacher's handbook.

The authors are sound in their stated reasons for teaching science and set about implementing these reasons through six standard science topics, water, heat, senses, wheels, moving and sound; each being not only the title of a storybook but also the subject of a main section of the teacher's handbook. Scientific concepts form the main content of the storybooks, for example the one on water is mainly concerned with the concept of volume, and the storybook on sound with the fact that sounds are caused by vibrations. These gave me pause for thought. Does reading about Harry, in and out of his bath either on his own or together with his dog Albert, even though the illustrations show the resultant changes in water level, give children any understanding of volume? I'm sure the authors intend lots of practical experience to back each story up, for the teacher's text spells out suitable practical experiences that provide the concrete experience needed to bring about understanding. I also wondered if it was necessary, or even provident, with infants to say that "a sound . . . makes waves which spread out in the air. You can't see these waves." Surely the experience of gathering sounds, and feeling where vibrations occur is enough.

The few suggestions for practical activities that occurred on the last page of each storybook were valuable, but it is a matter for regret that the illustrations in these children's books, even though in cartoon style, do not reflect the multi-ethnic society around us.

The teacher's handbook is straightforward with each section having a sensible and helpful introduction to the topic under consideration, followed by a suggested series of now standard, but reasonable, activities. These tended to appear in a rather prescriptive form but it should be possible for teachers to "lift" and drop them into fairly natural contexts. There are also suggestions for ways of linking the activities with other areas of the curriculum. Overall, a straightforward, if unexciting attempt to bring help to the cause of infant science.

Roy Richards

Advanced activities

Nuffield Advanced Science – Revised Editions: 1 Biology Practical Guide 3, Cells, Tissues, and Organisms in Relation to Water. 0 582 35429 3. 2 Biology Practical Guide 4, Co-ordination, Response And Behaviour. 0 582 35430 7. Series Editor Grace Monger. Longman £2.95 each.

Practical Guide 3 contains 23 activities in three sections. The first part deals with the plant and water, covering for example anatomy and transpiration. Section two, the cell and water, covers water potential, diffusion, DPMs and osmosis. Section three involves work on the urinary system. Points being made in section one seem rather laboured, particularly regarding imbibition. Section two would benefit from more activities especially as one of the practicals requires blood; many teachers are now unwilling or unable to use blood even at A level. It might have been helpful to provide a recipe for artificial urine as many students are less than overjoyed at the prospect of collecting and testing their own!

Practical Guide 4 has 21 activities in four parts; co-ordination and communication, response to stimuli; behaviour, and the human brain and mind. The selection of activities is varied and should interest the majority of students. The experiment on emotion should be great fun with enormous possibilities for extension work. The inclusion of elements of human psychology in the Nuffield syllabus is most welcome as the practical work is novel to teachers and pupils, and the topics will help students feel their studies are more relevant.

Many teachers will not use the frog nerve-muscle preparation in their teaching and it is a pity that the section on behaviour does little to encourage students to observe a greater variety of animals in the field.

Anne Cullen

Recall and reasoning

Illustrated Biology Questions for Homework and Revision. By Philip Booth and Geoffrey Hall. Heinemann £3.50. 0435 59100 2.

This book has been written for the "current" (sic) GCSE examinations in biology. Even though it covers the four themes of the national criteria and the content of the approved syllabuses published to date there is not enough emphasis on the theme two, "interaction of organisms with the environment" are only 16 questions in chapter 20, "The Balance of Nature". There are questions which test recall, the interpretation of data, understanding of concepts and deductive reasoning but there is no balance in the type of questions in each chapter: for instance, in chapter four, "Skeleton and Muscles", all 34 questions could be classified as testing recall, yet chapter 16's 37 questions on "Sensitivity" are a mixture of types. The style of the questions is very similar to those found in *current* GCE and CSE examinations and the specimen GCSE papers.

It is claimed that the chapters are constructed so that questions become progressively more difficult but this gradation is not always apparent. A strategy like this would help teachers differentiate tasks to pupils, so it is disappointing to find the authors saying ". . . for testing pupils of differing abilities whole chapters or parts of chapters are easily adopted . . .". So much for investing in a book in the hope it will reduce your workload! However the book is a handy size and has excellent black and white line drawings. In spite of reservations about its suitability for GCSE – which applies to nearly all books appearing at the moment – it is worth gaining one copy.

Jackie Hardie

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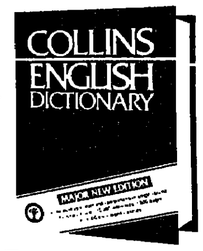

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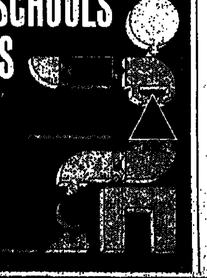

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Fables

Eleni (PG) Cannon, Haymarket
Mona Lisa (18) Odeon, Haymarket

Eleni is the forgettable true story of Nicholas Gage's search to uncover the circumstances of his mother's death at the hands of the Communists during the Greek Civil War. What he in fact finds out, through a series of unconvincing flashbacks, is that the past is irretrievable. Starting with an image of his mother frozen as she turns for a last look at her children, he ends with an image of The Mother, arms, aloft, crying "my children!" as the soldiers open fire. Kate Nelligan has the unenviable task of playing Eleni, not as a real woman, but as an obsessive son's version of her.

It would be too much to expect that Peter Yates conceived the film in this sense, as pure fiction, rather than true story, distorted by the mania that drives Nikola (John Malkovitch) to undertake his search. But it ends with the pretence that the experience has somehow enhanced Nikola's life, and since the audience has guessed both that he will eventually catch up with the man responsible for his mother's execution, and that he will not exact any revenge on him, it has little reason to stay beyond the first 10 minutes. There is the spectacular landscape of The Greek mountains, but even they will not look good on the video.

Mona Lisa is a morality about an old-fashioned petty criminal (Bob Hoskins) who comes out of jail and gets a job as chauffeur to high-class call girl (Cathy Tyson). Upward social mobility takes him into the underworld of porn barons (Michael Caine), kinky sex, exploited whores and vicious pimps. Innocent even in his racism, his attitudes to women, his dislike of "perverts" and his belief in the class system, he falls in love with his "black tart" and quixotically attempts to save her.

There is a twist at the end of this touching fable which seems inevitable only after the event. But the best of *Mona Lisa* is in the acting. Michael Caine, cynical and sinister, Cathy Tyson as the deeply injured whore, and Bob Hoskins, making a rounded character out of a set of traditional values, should all look just as good on the video.

Robin Buss

Left: a scene at the chiropodist's, one of Joan Miró's earliest drawings, executed when he was eight; right: the young artist with his sister and parents. These illustrations are from Miró: Ninety Years, a photographic portrait of the artist by Francese Catala-Roca, his friend and companion for 30 years (Macdonald £19.95).

The end of the rainbow

Ask for the Moon. By Shirley Gee. Hampstead Theatre.
The Lemmings are Coming. Riverside Studios.
Coriolanus. By William Shakespeare. Almeida Theatre.
The Magistrate. By Arthur Wing Pinero. National (Lyttelton) Theatre.

"You can't keep a child and work: that's asking for the moon" says a lace-girl giving Shirley Gee's play its title in the well-made-play tradition. Constructed on two time scales, what seem to be two plays, *The Lace Workers* and *The Sweatshop* run in parallel, meet in a scene whose anachronism defies logic while satisfying poetic licence, then divide again into the 1840s and "the present time".

Two groups of three women – separated by 145 years, united by exploitation in the clothing trade – echoes across the centuries.

Alas, it doesn't work. *The Lace Workers* is too full of information dialogue; *The Sweatshop* crams too much into one day (12 hours stage left confusing 12 months stage right) giving its characters an articulacy belying their biographical details. What saves the play is the blazing power of Brenda Bruce as the sweatshop's old Lil raging against loss of pride and wasted life, and Mona Hammond's Caribbean machinist Carlie, perfectly observed and felt.

Good observation of speech and behaviour among young Scotsmen characterizes *The Lemmings are Coming*, originally improvised by "young unemployed" outside Glasgow in 1982. Five young men are in "London – the end of the rainbow" seeking "money, girls and pleasure". Occupying a cramped Battersea flat, they form a gang (the Lemmings) which disintegrates in rows, partings, disillusionment. Scenes of domestic disorder, peppered with genital obscenities, produce easy laughs which come faster as the sole double-bedroom is hurriedly prepared for a grand seduction which never happens. Superficial dialogue rangos over politics, sex, drugs, work, the dole, punks, parental control. Like Charlotte Hampton's clever cut-out set, the characters are two-dimensional. Parts of the text suggest improvisations allowed to overrun dramatic usefulness, and an unwillingness to cut any-body's best bit. The young company plays energetically but only the songs bite.

Youthful energy marks Kick Theatre's *Coriolanus* performed within a ring of boxes (RSC *Macbeth* 1976) by a barefooted cast in dhobi trousers, looking like members of an impoverished ashram. This uniform undress makes it hard to distinguish plebs from patricians, a difficulty compounded by doubling, and robs the play of martial pomp and ceremonial grandeur. Deborah Warner's direction conjures up interesting stage images (Aufidius met by candlelight) some spoilt by repetition (seeing distant people placed behind one). Yelling takes precedence over speech; sound over meaning. Douglas Hodge makes Coriolanus the quintessential English public school head boy. Teachers, if not students, may welcome an uncut text. I found four hours overlong.

By contrast, I didn't want *The Magistrate* to stop. Pinero's old farce sparkles brilliantly under Mike Ruddman's inspired direction. This Victorians at their own grave and solemn assurance struggles with a creasingly disastrous twists of fa building laughter from truthful char terization, neatly turned lines, mas lous comic business. Agatha Poole white lie (dropping five years of le age) and its deliciously absurd lo consequences never before seeme perfect a subject for a play. Pinero written, it sparks off fun in succes nical display.

Weighty opulence (Carl Tou establishes provenance; Sallinger's tiche (Matthew Scott) points my Nigel Hawthorne's Magistrate is marvel of affable rectitude, his p our pleasure. Bob Cartland's job Bullamy, Terence Bayler's Vo Nicholas le Prevost's Vale and Ali Piske's Charlotte are wonderfully rious, riotously funny gestures. Gemma Craven's Agatha, Ken Sta Mewitter, Cyril Shaps's Wo and Michael Beint's Lugg hilario represent normality. This is a Nati success and the best of British com

John Jone

Third class listeners

David Self on radio for the intellectuals

Given the BBC's propensity for celebrating any anniversary (especially if it should be one of its own), it is rather surprising that not more has been done to mark the founding of the Third Programme 40 years ago on 29 September, 1946. True, the actual anniversary was marked by a repeat of one of its earliest programmes, a Stephen Potter jape called *How to Listen* in which Potter, Joyce Grenfell, Carleton Hobbs, Gladys Young and others made fun of "Third Class Listeners" in a way that today's network might flunk.

The Third Programme was the brain child of the then Director-General, Sir William Haley. It was very much seen as the completion of a pattern, complementing the middlebrow Home Service and the "lighter" Light Programme. Those of course were the days of non-generic broadcasting when each network carried a mixture of music, drama, sport, news and features. What in fact was so distinctive about the Third was that it had no fixed points. For the first time (and Radio 3 is still the only place where this regularly happens) programmes did not have to be squeezed into ready-lined slots. As Haley later said, "composers or writers said what they wanted to say in the time they wanted to say it – without cuts".

This absence of regular programme "junctions" has its drawbacks. True, there are more fixed points today (eg the news bulletins) but I was several times thwarted by the irregular starting times of the recent Harrison-Birtwistle plays. The domestic conditions in which the network is heard have never seemed to impinge upon the programme makers. Interestingly, only a year after the start of the Third, the novelist Rose Macaulay wrote an essay entitled "If I were Head of the Third Programme". In it she wrote, "No one can well sit listening, even to the best drama, for hours on end; listeners have work to get done, meals to eat, friends to see. Instead they dip in and out". She had some advice. "Long plays should be divided into sections, with long gaps between."

In those early days, the Third broadcast only for six hours each evening. It was also very much a "mixed" programme. Even in the early Sixties, only 50 per cent of its output was of classical music with 30 per cent being of drama and features. Then came the start of the daytime Music Programme in 1964. Even with the introduction of the umbrella "Radio 3" title in 1967, the Music and Third Programmes were still separated by an hour's early evening *Study Session*. Since then the amalgamation has become complete and, for many people, Radio 3 is now simply "classical music".

The figures tend to confirm this. Seventy per cent of the output is indeed music. Figures for one recent year (1982) also confirm another suspicion: more hours in the year are taken up by the continuity announcers than by drama.

Even so, the network does bring us drama we would be hard pressed to find elsewhere. For example, Tuesday sees the start of a short Latin-American season with Common Words by Jose Triana, set in Cuba at the end of Spanish rule. Next Friday (7.30pm) comes us Kassie and the Hippopotamus, a play by Peru's leading novelist Mario Vargas Llosa. The sensitively turned boyish fun of Charles of Becoming Queen is a prime candidate "to order" to retain his artistic independence". This week also sees the introduction of late night live reviews of "first nights". On Tuesday, playwright John Bowen will be dashing back from the Barbican with news of a new RSC production and on Thursday he'll be at Bristol's Old Vic.

While all this is laudable, I wonder if it attracts first-time listeners. As a sixth former, I remember stumbling on the spoof features by Henry Reed about Dame Hilda Tablet and her cronies. I expect they sound laboured nowadays but how I enjoyed entering that world of satire as the gentle innuendos dawned upon me. I wonder just what tempts today's sixth formers to the network. Where is the wit, the irreverence?

In 1946, Edward Sackville West wrote, "The Third Programme may well become the greatest educative and civilizing force England has known since the secularization of the theatre". But education and civilization need a leavening of humour – much more than they need interval readings that sound like honours degree aural comprehension tests.

There is nothing especially new about the idea that an upper middle-class family will stick at nothing to avoid scandal, but Yves Navarre's novel Carnaval, Children (translated by Jo Ward Oliver; Calder, £14.95) is none the less a remarkable and original work. The fate of Bertrand, the homosexual son, serves as a focus for the attractions and repulsions that both unite and enjoin the members of this family. [illegible]

Patriotic pantomime

The Fair Maid of the West. RSC, Swan Theatre, Stratford-upon-Avon.

Scholarly accounts of Jacobean culture sometimes give the impression that the playhouse groundlings of 17th-century London liked nothing better, after a hard day's work, than a thoughtful production of *King Lear*, possibly with *Timon of Athens* as a stimulating aperitif. Shakespeare's powers as a popular entertainer were, and are, considerable. But his original audiences also liked a quite different sort of play, and Thomas Heywood's *The Fair Maid of the West* is a perfect example of it.

A patriotic pantomime, all thrills and spills, slapstick and swordfights; gagging and swaggering, it reminds one by turns of *Dick Whittington's Dynasty*, *Gunfight at the OK Corral*, and *Carry On Up The Khyber*. The heroine, Bess Bridges, is a loveable West Country barmaid who caps her successful career in the licensed trade by cruising the Mediterranean in a private yacht (or rather, warship) in search of adventure and her long-lost lover Spencer. Greasy dagoes are put to the sword, at odds of four or five to one. Dusky Moroccans are, more subtly, overwhelmed by the nobility, beauty, and sheer spunkiness of these all-conquering English.

Sophisticated modern theatre-goers might easily recoil from such unabashed bokum. Trevor Nunn has cleverly outflanked them by staging it as a play-within-a-play. At the beginning of the evening we are offered first *Henry V* and then *Troilus and Cressida*. Both are shouted down by audience demands for Bess. The actors then (supposedly) improvise, with [illegible] and mistimed entrances.

Far from being impromptu, the production is in fact a marvellously sophisticated example of Nunn's genius for creating warmth, energy and colour on the stage. Peter Bowles's lethwaite, as the *miles gloriosus* Roughman, gives a magnificent comic performance which stands out by virtue of a very short head from the playing of a gifted and superbly drilled company.

It's a marvellous evening's entertainment and I have only one grumble about it. The original play was a successful that Heywood wrote a sequel. Trevor Nunn has combined the two into a single text, essentially by transferring the Italian adventures of the second part to the Moorish scenes of the first. The result is a coherent and captivating piece of theatre, but one which slows down badly in its second half. Critics have often commented on Heywood's change of style between the two parts: from comic chronicle to Fletcherian tragi-comedy. Nunn's adaptation sacrifices the crucial picaresque element: a change of scene, and stretches the entertainment to a greater length than its slight resources will really bear. The action therefore bogs down, and one longing for the triumphant return to England which Heywood (with an eye, I suspect, to the possibility of another sequel) failed to provide.

As it stands this production is an indispensable glimpse of the popular style of the theatre of Shakespeare's England. Cut by half as a feature, and still, stopped short at the true end of Part I, *The Fair Maid of the West* would be one of the RSC's greatest triumphs, and, especially on high days and holidays, a permanent adornment to its repertoire.

Nicholas Shrimpton

Television

Cheap thrills

On August 6, 1984 a man and a woman crossed the frontier between Yugoslavia and Italy by train. The man, travelling on a forged Moroccan passport, was taken off by the Italian police and, when searched, found to be carrying plastic explosives. His companion continued her journey and ultimately escaped.

It took Panorama over four minutes to recount this incident, in its investigation of the background to the bombings in France (*The Seige of Paris*, BBC1, September 22). Four minutes is a lot of broadcasting time which the producers would probably justify on the grounds that the arrest marked a significant stage in the uncovering of a Lebanese terrorist group. What is unjustifiable, in a serious current affairs programme, is the way it was presented. In the absence of any documentary film of the event, we were shown footage of moving trains, frontier police, railway guards, passing track. Since this was hardly inspiring stuff, the police were viewed mysteriously through frosted glass, train passengers appeared as sinister silhouettes, we glimpsed fragments of faces, shot from low angles. Add haunting music and a few carefully edited sound effects. Finally, for the sake of immediacy, the commentary switched to the present and future tenses: "the story begins . . . the train will be boarded . . . it is to be an important moment . . ."

The result was *The Day of the Jackal*, in miniature, conveying two messages through this merger of commonplace images with menacing effects. The person sitting opposite you on the train may not be an innocent foreign tourist. And if *you* are the terrorist whose hold-all conceals a brick of plastic explosive, every detail of the most banal train journey will be transformed into a thrilling drama. Precisely because it was reality adopting the techniques of fiction, it made a fine job of glamorizing the terrorist milieu.

That was probably not the intention. The programme set out to uncover the machinations of the French Secret Service and to describe the blackmail confronting the French Government since the imprisonment of Georges Ibrahim Abdallah. This story could only be inflated to occupy 40 minutes by using irresponsible dramatization and exaggeration. The French Premier was quoted out of context to suggest that the Republic is threatened; the title of the programme proclaimed that Paris is "under seige"; the opening credits were followed by scenes of funerals, grieving relatives and mangled bodies. Heavy on drama and short on analysis, it amounted to no more than a cheap political thriller.

The Paris bombings have caused eight deaths in two weeks, slightly higher than the average number killed every fortnight throughout the year in British industrial accidents. Diverse Reports (Channel 4, September 24) studied the working of the 1974 Health and Safety at Work Act, and compared it to legislation in Norway where safety reps can put an immediate stop to any operation they consider hazardous. British law requires employers to draw up a safety policy which is made known to all their workforce, but current proposals for deregulating small firms, together with rising unemployment, a reduction in the factory inspectorate and a decline in trade union power, mean that the situation is unlikely to improve. They also underline the need for programmes like this which convey important information without frills, thrills or mendacious reconstructions.

The Prince of Wales talked about Britain's multi-cultural society (The Faiths Next Door, Channel 4, September 20), visited Handsworth, Australia, Fiji and a pop concert (In Private, In Public, ITV, September 21 and 22), but only really looked happy sitting at home in his walled garden or discussing the culinary properties of lovage. These profiles were uninformative: like the characters in *Eastenders*, the Royals get all their activities fully reported in the press anyway, so television adds little except the pictures.

Robin Buss

Teen dreams

The Book Marketing Council is what it declares itself to be: an organization to promote the sales of books, books in general, books as products. This function must be regarded somewhat schizophrenically by those whose job it is to evaluate books: critics, parents and, above all, teachers. Education cannot simply be a matter of monitoring trends and plugging in to them; it must also be about sharing enthusiasms and widening horizons. But, on the other hand, a teacher or parent might be only too pleased that books, any books, are promoted as accessible and enjoyable and not the preserve of any one group. And it is possible, after all, that someone hooked on the Sweet Dreams series (Transworld) will eventually discover Jane Austen by gradually taking a more adventurous literary route. It is possible.

The BMC is about to launch "Teen-Read", a campaign to promote teenage reading. The press release declares: "As the BMC"s overall objective is to give books street credibility status, the campaign will not be associated with education, nor will it tell teenagers that reading is good for them." Fine, that is not the BMC's function (though they might have made the point more felicitously). What follows is a list of 100 books which, according to Maggie Van Reenen, Director of the BMC, "are proved by sales and loan information to be the most popular with teenagers themselves". This means books sold or loaned from shelves allocated to books published, in the main, for teenagers. Acknowledged favourites not original. Intended for this age group – *Adrian Mole* and *When the Wind Blows* among them – are included, but we have no information on teenagers' choices of adult titles, whether Dickens of Jackie Collins.

If this list does represent teenage reading, however, and if there isn't a hidden preponderance of series books (Blockbusters quiz books, Dragon Warriors adventure game books and the Sweet Dream romances each appear as single entries) there is plenty to reassure the English teacher here. Margaret Mahy, sophisticated stylist as well as gripping story teller appears several times; Jenni Howker's atmospheric *Badger on the Barge* and classic fantasists Susan Cooper and Tolkien are included as well as critics' favourites (not necessarily a death knell) like Joan Lingard, Bernard Ashley, Nina Bawden and Robert Westall. Notable absentees include Jan Mark, Alan Garner and Leon Garfield.

Last Sunday the *Observer* published an article under the attention-grabbing headlines: "Read all about it . . . kids go for sexy books". It goes on to list books from the 100 which deal with controversial subjects and to describe outrage in some quarters that they may be promoted. But books must be seen in context. Why is it that plenty of thoughtless bed-hopping is allowed to go on in the television corner of the room while a book which contains a sexy episode – whatever the context – gives rise to calls for censorship? Better, surely, to let them have Judy Blume's *Forever* than to return to the days when people riffled through *Lady Chatterly* to look for the mucghty bits and ignored the rest of the novel. Teenagers are – and always have been – immensely curious about sex and about their own physical and emotional changes. It would be strange if they were not and, being so central to their interests, it is an area that could scarcely be ignored by writers for this age group. And, it does not, in any case, inform every favourite title by any means.

The next stage of the campaign will be the selection, by a jury of 12 teenagers, of a shortlist of 20 from the 100 titles on the list. Mothers, teachers, booksellers, publishers, librarians and critics will also be invited to come up with their own top 20 to provide interesting comparisons.

Heather Neill

The World of Public School Fiction is a small but stylish exhibition of books, blown-up pictures, cartoons and quotable gems from the genre. Concentrating on the flourishing years between 1857 (when *Tom Brown's Schooldays* first appeared) and 1920 (after which few writers could wring inventiveness from the formula) it features only books that evoke the genuine public school atmosphere. On this basis and because it overshadows the hardback stories, Frank Richards' 80-year-old and still regularly reprinted Greyfriars Saga, arguably the most addictive of all public school fiction, has been omitted.

The displayed books colourfully endorse the organizers' claim that Victorian and Edwardian school fiction was "no literary backwater" but "an illuminating reflection" of the society that spawned it. Bracingly wholesome friendships (and mercifully what were heavily emotive), the idolatry of athleticism and athletes, and the coolness of earnest study concepts are all conveyed. So too are the bullying, barbarism – water tortures, arm-twisting, fisticuffs, floggings and roastings – which seem a high price for a boy to have paid for the privilege of attending a public school! Iconoclasts like Alec Waugh and humorists (Anstey, Wodehouse and Ian Hay) add sparkle and satirical edge to the overall mood of manliness and esprit de corps. It is well worth a visit to St Pauls School, London, to see this exhibition, which ends on October 10, and to acquire its lively and informative catalogue.

Mary Cadogan

Literary competition

Competition No 79. Report by Scylla. You were asked for a damning rejection report on a famous novel and some of you seem to have enjoyed the feeling of power this gave you. Is it possible that there is a strong view that some of the standard classics should be debunked? *Wuthering Heights* and *Tess of the D'Urbervilles* were treated very harshly. Fair enough, but what was implied in the competition was more criticism of the publisher's reader than of the novel itself, as most of you realised, often achieving a delicious irony in your entries.

Neil Curry could not see *Kes* ever getting on to the CSE reading lists. Hazel Stanley advises "Mrs Austin" to change the opening statement of *Pride and Prejudice* because of its "unworthy sentiment". Jonathan Fernside chides Proust for the narrator's dunking a madeleine, "a perilously high starch but low-fibre consistible" and notes sternly, "You must be aware of the potency of dietary politics in moulding contemporary opinion; and we fear lest our publication of a book embodying such nutritionally offensive matter might be construed by powerful Food Lobbies as a positive incitement to unwholesome eating habits", £5 to him. £5 too for the end of Chris Robinson's reader's report on James Joyce's *Ulysses*: "Despite the hackneyed blarney blather, there is evidence of genuine literary talent in this book. The author should be advised to try something more adventurous – even at the expense of experimenting a little." And £5 to Bill Greenwell for sensing in *Pilgrim's Progress* a "most serious problem with plagiarism" and he continues, "Nor am I sure that readers will recognize as necessarily wholesome any tale in which the hero deserts his family for the sake of adventure. Man may triumph over mudbath and monster alike, but dereliction of domestic duty does not make for family reading".

£12 for Paul Griffin's *Kim* and D A Prince's *The Diary of Adrian Mole (13¾)*; £10 for Hazel Stanley's *Animal Farm* and George Moor's *Portrait of the Artist as a Young Man*.

Kim

Who is my father? This dogeared theme sustained *Oliver Twist* and *Great Expectations* and fell to pieces in *Henry Esmond* and *Bleak House*. It can no longer sustain a novel, even if the protagonist is made half-Indian, and talks in a literal translation of Hindustani.

This truth did not strike Mr Kipling until half way through, when he hastily abandoned the paternity theme for a very sketchy and very plain tale from the Hills. He trained his orphan as a spy, so that this might be a spy book, written during her years of rejection. shows her attempting (but, in the opinion of most reviewers, failing) to grapple with more up-to-date subject matter than was her wont. Please supply up to 175 words from any famous *dead* novelist who, suddenly reincarnated, is trying desperately to assimilate contemporary modes, manners and machines. Closing date: October 20.

The Diary of Adrian Mole (13¾)

Dear Ms Townsend
While the diaries of the famous –
Richard Crossman, Harold Nicolson

come to mind – are in demand and rapidly become best-sellers, we have noted little inclination on the part of the public to delve into the diaries of "ordinary" folk. Few readers will waste time (or money!) on banalities which they feel they could have written themselves. Minor family upheavals are no substitute for political bloodbaths or intimate sexual revelations. Frankly, acne and adolescence are not amusing topics: your diarist (as unheroic a protagonist as I have ever encountered) offers no sociologically relevant insights, no original experience, no answers to the problems of contemporary youth culture. Drugs and sex draw readers: intellectual pretensions do not.

I regret that we cannot accept your manuscript as I can see no future for *The Diary of Adrian Mole (13¾)*

D A Prince

Animal Farm

Dear Mr Orwell,
The manuscript of your tale is returned herewith.
Before saying anything about its content I would suggest that you would be well advised to consider carefully as to which publisher is likely to handle a work of this nature. You must surely realise that a serious firm such as we are, with a reputation for polemical and political works and with no "children's department" cannot be expected to entertain anything which is in every way so alien to our usual publications.
A cursory inspection of the books in the Junior Fiction section of any good library or book-shop will tell you which of a number of quite reputable houses might be more inclined to consider your little Farm book.
Yours etc,

Hazel Stanley

Portrait of the Artist as a Young Man

Dear Mr Joyce,
Our readers have now reported on your *Portrait of the Artist as a Young Man* and in light of their verdict we cannot accept your kind offer of the work. As a school story it lacks the pace of Ian Hay or Alec Waugh. A better known type of school for background, say Eton, Harrow or Rugby, would have helped, and you omit games! What wonder that there is consequently an unhealthy streak in your hero, to put it mildly?
We would always be prepared to consider a manuscript by you that deals with more normal youth and has a strong cricket or rugger interest.

George Moor

Competition No 80. Set by Charybdis
The recent publication of yet another posthumous novel by Barbara Pym, written during her years of rejection, shows her attempting (but, in the opinion of most reviewers, failing) to grapple with more up-to-date subject matter than was her wont. Please supply up to 175 words from any famous *dead* novelist who, suddenly reincarnated, is trying desperately to assimilate contemporary modes, manners and machines. Closing date: October 20.

Spotlighting the Other

"To be multicultural must not mean to be on the fringe," John Agard, the Guyanese poet, called for more limelight for the Other Award at its presentation ceremony in the Royal Festival Hall last week. He was advocating sponsorship from publishers so that the Other Award for children's books, now in its twelfth year, could give a money prize – something that the judges have always resisted.

Agard, who was one of this year's winners with *Say It Again Granny*, a collection of Caribbean proverb-poems, argued that money would bring more media attention to the prize. And he brought "a flavour of the Caribbean to the ceremony" as Other Award chairperson Grace Hallworth said, by his performance of some of his poems.

Earlier, Rosemary Stones had lamented the "homophobia" stirred up about the book *Jenny lives with Eric and Martin*, for which education secretary Kenneth Baker's remarks were partly responsible. She describes the book, which one Hartlepay parents group is threatening to burn, as "just another book showing a different family lifestyle".

As well as *Say It Again Granny* (Bodley Head) the Other Award was given to *The Bus Driver* by Anne Stewart (Hamish Hamilton), *The People Could Fly* by Virginia Hamilton (Walker Books) and *Starry Night* by Catherine Sefton (Hamish Hamilton).

Mary Hoffman

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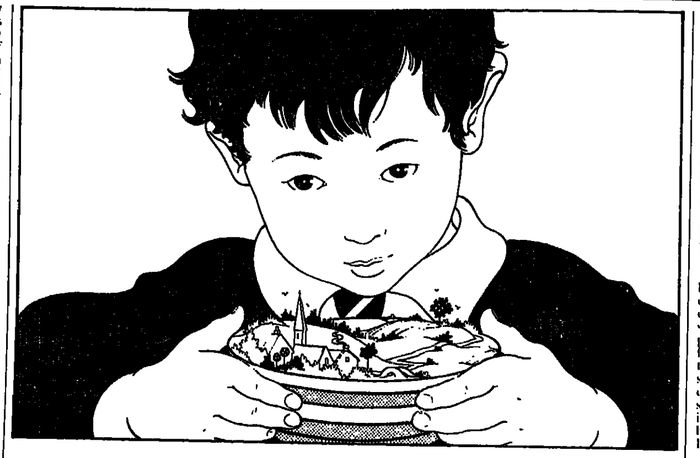

Begging questions

Jacquetta Megarry argues that the high price of equipment may exclude schools from the fruits of the Domesday Project

The multi-million pound Domesday Project hopes to launch its videodises and special hardware by the end of the year. It is the product of two years of intense preparation, colossal efforts in data collection by school children and others throughout the UK, and at least £2.5million invested jointly by BBC Enterprises, Philips Electronics and the Department of Trade and Industry.

The end-product will be rather different from the predictions. At the first launch in November 1984, the BBC said that the Domesday discs would run on a BBC Micro (with second processor), that the player and discs would cost £1,100 and that the new player would become "the new accepted standard for educational and institutional use". This immodest claim refers to AIV – "Advanced Interactive Video". On a wave of enthusiasm, 14,000 schools volunteered to help in the massive task of creating the "People's Database" and 12,500 of these actually delivered information.

Two years later, it has emerged that in addition to the special videodisc player, you need a specially-adapted BBC Master AIV Micro, a special monitor and preferably a trackerball; while upgrading a standard BBC Micro is technically possible, the cost makes it pointless. However, Research Machines Ltd are to offer an MS-DOS software version for their Nimbus, breaking the Acorn monopoly. The exact price of the complete Acorn-based system is still uncertain but will be well beyond the reach of most schools: figures in the range of £3,500–£3,800 have been quoted but the BBC is trying hard that this will be reduced, at least to education.

BBC Enterprises now emphasize the possible market in commerce and industry for their "extraordinary desktop reference work". It has just produced an excellent little videocassette for loan to interested organizations. Presenter Nick Ross talks through a mock-up system and demonstrates how the database might be interrogated and the results presented. Data are included from the 1981 Census, the General Household Survey, the Family Expenditure Survey and Social Trends. Visual information includes the Ordnance Survey maps and, on the 60-minute CLV moving video side, coverage of recent national events from the BBC's own news and documentaries. Nick Ross shows how you can zoom in on a locality from the UK map using the trackerball, and conveys how easily the software allows keyword searching and pictorial display of statistical results.

Alas, viewing this cassette is as close as many schools may come to the Domesday database. The DTI's software subsidy of £215 will scarcely cushion the shock of a price that only the most affluent schools could afford. According to a DTI spokesman, there are no plans to subsidize hardware purchase, but the DTI "has been encouraged by the response" so far to presentations made to L.e.a.s. However, one assistant director doubted whether his authority (one of the country's largest) would buy more than an experimental system or two – unless media coverage spurred parents to massive fund-raising for the purpose.

Admittedly, the system cost is unlikely to deter businesses – which until recently might have paid that sort of money for an IBM PC. But for serious use in market research – selling vodka is the example suggested on the videocassette – surely any business will want an assurance of access to regularly-updated information? Although the project has a two-year extension and BBC Enterprises hope to produce at least one updated disc, that hope is a slender basis for hard-headed business investment in a proprietary system. Anyway, it remains to be seen whether schools will be quarrelsomely willing to participate in updating the database now they know they can't afford the hardware.

This, then, is the Domesday dilemma. The education market can see the potential but can't afford the solution; business can afford the hardware but do not perceive the problem.

Responding to the dismay expressed by schools over purchase price, one enterprising publishing house has made a subset of the Domesday data accessible on floppy disc. RESOURCE, the legacy of Microelectronics Education Programme in South Yorkshire and Humberside, has collapsed the original 67 categories of information into a manageable 18, thus fitting local data on to a single 40-track floppy disc. Complete with teacher's notes and user guide, it sells for £9.95. RESOURCE offer a similar service to other L.e.a.s who wish to make Domesday data available to their own schools.

The Domesday keyword software seems to provide a model for powerful and friendly access to a mass of data. It may – directly or indirectly – inspire substantial improvements in database software. And schools throughout the country seemed to enjoy the data collection software. But a multi-million pound project should not be judged by its spin-offs alone, however positive.

The fundamental question surrounding a project that proclaims "a dramatic technical innovation" is whether they have got the system right. Personally I doubt it. There is no provision for sound over still frame and the only sound on three of the four sides is a generalized Help commentary; even on the moving video side the sound track is stereo not dual. "Advanced Interactive Video" is not really IV at all; rather, it's a brilliantly searchable, profusely illustrated but largely silent database.

With the wisdom of hindsight, compact disc (CD) looks a more promising vehicle for such data. CD players are cheap, compact and selling strongly worldwide. Standards agreed by the High Sierra group announced in Las Vegas early this year) allow data to be read from CD-ROM (compact disc used as read only memory) irrespective of the operating system in use.

Furthermore a 12cm CD-ROM holds 600 megabytes – nearly double the capacity of a 30cm *Domesday* disc. Because they are robust, cheap to post, monthly or quarterly postings provide a distributed alternative to on-line access to centralized databases.

Had Domesday employed CD-ROM as a component, it would have benefited from tumbling mass production prices instead of paying the exorbitant price of the one-off proprietary system. CD players have plummeted from over £1,000 to around £150 in the last couple of years; there are luggables, players with standard SCSI interfaces, even drives that can read data or sound interchangeably.

Compact Disc Interactive (CDI) has already shown that compact discs can store, retrieve and interrogate digitized (still) pictures, text and stereo sound. Work is already in progress to pull pictures off the disc fast enough to give moving video, though this could only be in short snatches since digitized stills occupy disc capacity fast. However, CDI suggests the immense potential of the integrated random-access system combining laservision video with CD-ROM under computer control.

The LaserVision format enables random-access display of moving video and still frame; meanwhile the disc could read CD-ROM data and provide CD sound over still frames. Combine the two in a single system (perhaps putting them in a single player) and you'd have a really dramatic technical innovation. Interestingly, a Philips spokesman did not dismiss the notion as impractical; indeed he predicted that many combination systems would be developed within the next few years.

Both the BBC and Philips have mentioned considerable foreign interest in emulating Domesday, from countries such as Switzerland and Australia. However, smaller countries may feel they can present and access their information in less ambitious but perhaps fitting it on floppy discs. Visiting the new generation of cheap, discs. While Acorn/Olivetti probably hopes to sell its own hardware abroad, it seems more likely that many countries will prefer to emulate or license the MS-DOS software on their own hardware.

The Domesday database is an impressive, imaginative celebration of Domesday. But a modular system based on mass-production components would be more flexible in suiting local and national needs than an expensive, monolithic package. The AIV system is not the way forward for interactive video.

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bits

MASTER SOFTWARE
Clares Micro Supplies have announced the release of six programs for the new Acorn Master Compact. Artroom is an art package written by the programmer of the very successful Fleet Street Editor which enables the user to "draw" on the whole screen; Fontwise Plus is a more sophisticated version of Fontwise which provides high quality dot matrix print and Beta-Base is a random access database system. Clares have also launched Ramrod, Macrom and Brom Plus, three toolkits for the Master Compact.
Further information from: Clares Micro Supplies, 98 Middlewich Road, Northwich, Cheshire, CW9 7DA.

AVP COMPUTING
New software from AVP Computing includes Canal Builder, an educational historical simulation set in the 1970s; Powergraph, described as "an extremely powerful and versatile utility for the plotting of experimental points" and Darts Games, a series of programs using simulated darts games to provide practice in arithmetic.
Further information from: AVP Computing, Hocker Hill House, Chepstow, Gwent NP6 5ER.

Storyboard II
Wordstore
£29.95 plus VAT
Wida Software, 5 Nicholas Gardens, London W5 5HY
Wordplay BBC Soft £12.50
All for BBC Micro

All three of the programs reviewed below involve the user in working with words. The first allows a piece of text eg a poem, to be typed into the computer so that the next user can try to reconstruct it. The second allows the user to create a personal dictionary or wordstore using the computer, which can then be saved on disc. The third provides an introduction to word-processing for young children. All three programs are examples of content-free software which can be used in almost any subject.

Storyboard is a later version of a type of program first developed by Wida software in 1982 and made famous by the *Tray* program now used in a number of schools. The principle of *Storyboard II* (and now *Tray*) is simple. A short piece of text is blanked out on the screen leaving (say) only the title. The user then has to reconstruct the text by guessing words and letters. Gradually the text emerges, making more and more sense, until the whole passage becomes clear. The principle is simple but the program is educationally superb.

The program can be used right across the curriculum from English (with say a poem) to science and even mathematics. It could be used with a wide range of abilities and ages. It is relatively easy to use. (There is a valuable facility allowing the use of *Wordwise* or *View* files – although only 19 lines of them).

The utilities for printing, transferring, renaming, deleting and reordering text are also thoughtful additions. The first four of these only stimulate standard DFS operations but they ensure that everything is carried out using normal English instructions. The re-ordering is not a standard DFS operation. It allows you to re-order the list of texts as they come up on the screen. This latter facility will prove very useful especially, to quote, "for those teachers who want texts to appear to their students in a particular order".

Wordstore is also a valuable program for pupils of a wide range of abilities and ages. It allows the user to build up a list of words, a definition of their meanings and a sentence in which the word is used. We can see many uses for this program especially in areas where specialized words are used, for example in science.

However, the manual is not as well laid out as *Storyboard*. You actually need to study the quick reference guides on pages two and three first to get started. We would rather have seen fuller notes on page six and the reference guides at the back (where they normally come).

Otherwise we found the program friendly and the instructions clear and precise. This program is available in French, German and Spanish and the booklet suggests that printing in those programs incorporates accents. If they do these could be very useful.

We would strongly recommend both programs. One small point is worth noting. Both programs use 80 track discs, which may pose a problem for some users. We wonder if they are available on 40 track with consequent drop in storage capacity.

It is difficult to be so complimentary about the third program, *Wordplay*, although a tremendous amount of work must have gone into its design and programming. The program is, to quote from the foreword: "meant to help you get to know about word-processing *without* (my underlining) using too many fancy words."

Rather than make things easier we would suggest that it makes them a lot harder. The program uses a range of characters eg Kasper Kangaroo, Marius Mouse and, wait for it, Petronius Pelican to highlight certain word-processing operations. The manual requests that for each character you type in a piece of prose to describe what it does eg for Marius Mouse we get:

Says Marius Mouse, "I run up the screen. My feet are sweet, my whiskers clean. I ask you dear reader, is there anyone better, than a Mouse in the house removing a letter?"

We cannot see that typing this in will help children.

When any of the characters is activated using the *function* keys it performs its operations. *Marius Mouse* picks up a letter and drops it in a bit – slowly and laboriously. Selina Seagull (the program is produced by the BBC you note) removes a word but loses it a letter at a time – anything over four letters long and you fall asleep waiting for it to finish.

Most of the other options work in a similar way and we cannot say that we are really impressed by any of them. The manual states on its inside cover: "An animated wordprocessor for children of all ages." We disagree.

Children would need to be at least eight or nine to be able to use this and by then they could use a word-processor such as *Wordwise*. Even if this one does have pretty pictures, do they really do anything for the learning process? We think not. Children may find it amusing and entertaining with its superb graphics. But, and this is a general question which could be asked of numerous items of educational software, do we really need another program of this type? Does education really need another wordprocessor?

Basic Principles of Microeconomics: Demand and Supply and Competition
By Mike Battersby
BBC disc £19.50 + VAT
AVP Computing, Com 5/6, Hocker Hill House, Chepstow, Gwent.
Yes Chancellor
by Tom Tuite
£17.50 BBC disc
Chalksoft Ltd
PO Box 49, Spalding, Lincs. PE11 1NZ.
Stock Market Speculator
Spectrum £12.95 Amstrad £17.95
Collins Soft, 8, Grafton St. London WIX 3LA.

The eight *Basic Principles* programs pitched at Advanced Level standard will help students to reinforce their understanding of neo-classical microeconomics. "Utility maximisation and derivation of a demand curve" is designed to ensure that students can use the theoretical model of utility maximisation and thereby derive an explanation for downward-sloping demand curves. Apart from the irritating use of sound (which thankfully can be turned off) the program is very well designed to ensure that students really understand this model, which they often find difficult. Despite the programmed learning style, students have to be active in responding to the program's directions.

The remaining programs cover demand and supply in competitive markets, the effects of indirect taxes, and the demand for capital and labour. "Competition" (available for £12 + VAT as a separate disc com 6) deals with revenue maximisation in imperfect competition, profit maximisation in perfect competition, the relationship between marginal and average economic variables, and profit maximisation using marginal productivity theory.

Basic principles

David Whitehead on economics

Designed to be used either by individual students or by groups, these programs will complement the standard teacher or textbook exposition. While not going beyond orthodox treatment, they at least encourage students to involve themselves actively with the theory.

Yes Chancellor is billed as "an amusing and realistic management simulation game for ages 11 to adult", a description which is accurate apart from the word "realistic." The program begins with letters from "Maggie" to the Chancellor, and from him/her accompanied by the clatter of typing in the background: no word processor at Number 10? Then Big Ben chimes. Despite these clichés, the program is quite amusing, and does have some economics pay-offs.

The variables in the economic model are linked by a set of equations and random numbers which, according to the author, reflect economic principles combined with the unpredictable events of the real world. Tom Tuite, a former civil servant in the Inland Revenue, covers himself by suggesting to teachers that there is much, or more, to be learned from picking holes in the program as from playing the game uncritically.

One decision involves deciding whether to grant workers their desired pay increase or to hold out in order to reduce inflation. I experimented with a six per cent pay offer, which resulted in a strike for some eight decision rounds. However, eventually the strike collapsed and I won 300 votes! Nevertheless, my economy collapsed with stagflation after four years and my government had to resign. Participants also have to decide on the level of taxation, what to borrow and details of the annual budget. The level of interest rates has to be manipulated, and the government must decide what aid to give the industry.

The teacher's notes provide some useful hints on how students might be encouraged to pursue a particular strategy consistently, in order to investigate its long term effects. Alternatively, they might implement unpopular decisions at the start and then be more generous as an election approaches. Intensive class use of this simulation would enable teachers to capitalise on its merits.

I studied *Stock Market Speculator* with a microcomputer expert, who agreed with me that it was unclear how to operate it. Perhaps confirmed Sinclair Spectrum buffs would know what keys to press without being told, but I would have been lost without my specialist guide. My first task was to "select initial personae" – rather inappropriate language for the "absolute beginner" at whom the program is aimed. The user has to buy and sell shares, and respond to financial news and trends, involving 48 companies from which a portfolio may be developed.

I found the program very frustrating, and not nearly as much fun as the non-computerized Stock Exchange Game played with a committee of pupil speculators in the 1960s. Neither of course taught much economics: just an empathetic appreciation of what it must be like to make money, in a world where mistakes cost nothing.

Naming Organic Compounds
G McCue
BBC 40-track disc and booklet £25 + VAT
Longman Micro Software
Periodic Properties: A Chemical, Graphical Database
B Lienard
BBC 40-track disc and booklet £19.50 + VAT
Hodder and Stoughton

Working with words

by Jerry Wellington and Clive Opie

Chemical properties

The availability of microcomputers in schools and colleges heralded the arrival of large amounts of software of rather variable quality. Some of this software emulated written learning programmes, some consisted of drill programmes to reinforce topics like nomenclature; only a small proportion made really efficient use of the features of a modern micro.

One of the biggest difficulties in simple programs requiring a typed response from the student was that the response had to be right in every detail before the computer recognized it as correct. Another difficulty was the limited number of examples which could be stored in the computer's memory and hence the likelihood of repetition if a program was used on several occasions.

Graham McCue's organic nomenclature program overcomes these problems brilliantly. The computer performs a random generation of aliphatic organic structures containing various functional groups, either alone or in combination. It works out the name in accordance with IUPAC conventions and then invites the user to type in the name. Each correct letter appears on the screen and receives a quiet bleep of approval. Incorrect letters get a lower pitched bleep and do not appear on the screen. After three such failures, the correct letter or symbol appears from the bottom of the screen and takes its place in the name. Fully correct answers with no mistakes *en route* are rewarded with EXCELLENT; typing in a few errors produces VERY GOOD and a muddled attempt with much computer help finally produces CORRECT.

The program operates at eight levels of difficulty from unsubstituted alkanes via branched chains, carboxylic acids, aldehydes and ketones to primary amines, and nitriles. The user can select a particular level or can have examples chosen from anywhere up to that level. Consistent correct responses soon result in a suggestion to move up to the next level. The nomenclature rules for each set of compounds are summarized clearly with examples and a help facility is available to revise the rules at any time.

Overall this is an excellent package. My only minor criticisms are that the main functional group always seems to appear on the right of the longest chain and the facilities for making a backup disc are poor and failed on my copy. Sadly, the programs do not work on Master Series machines.

Periodic Properties is a database package. It is unprotected, allowing backup discs to be made, data files to be edited and additional data files to be added. It comes with files containing 13 properties (mp, bp, radii, ionisation energies, bond energies etc) of 103 elements and has various ways of displaying the data. Data can be tabulated and the tables scrolled up the screen to reveal the values required. Data can be displayed as histograms superimposed on a periodic Table or one item of data can be plotted on a Cartesian graph against any other chosen item.

I found the histograms a little imprecise; the space available on the display is too small to allow detailed difference to be shown. When two items of data are shown for each element, the two histograms are scaled differently from each other, hence third ionisation energies sometimes appear smaller than second.

The Cartesian graphs, however, are superb. Any pair of properties can be plotted against each other, or any one can be plotted against atomic number. The user can select all 103 elements, a range of atomic numbers, a series of elements (transition elements, lanthanides or actinides), or a Group of elements (s- or p-block). Thus the familiar atomic volume or ionisation energy curves can be displayed rapidly or third ionisation energies can be plotted across the first transition series (why does Mn for Mn^{2+} and while Fe forms both Fe^{2+} and Fe^{3+}?). More importantly, less widely publicised trends can be investigated. Large atoms, for instance, would be expected to have small ionisation energies. How true is this when applied indiscriminately across 103 elements? Is electronegativity heavily dependent on radius, or on first ionisation energy? Facts to back up a class discussion on relationships between these quantities are now readily available, and easily displayed in an attractive form. The possibilities are endless.

The booklet accompanying the disc provides full details of the facilities available but is not essential for an initial "play" with the program. It gives some useful suggestions for using the program with classes, including the Mendeleyev Game in which some properties are deleted from the data files and predicted by students. Full details are also given for preparing additional data files, making backup copies and versions which cannot be edited. This is a piece of software which should be in every Chemistry Department with a BBC micro. Sadly, it, too, does not work on the Master Series.

Alan Vincent

Taped maths

Extra Maths
by David Shaw
Chartwell Associates, PO Box 54, Bromley BR1 2WR.
Single programmes £5.95 + p&p; complete set £66 post free

Extra Maths is a series of 12 programmes aimed to support candidates preparing for a typical GCE O level examination. Each programme consists of a taped lesson of approximately 45 minutes duration, accompanied by a work-book. The commentary and text together offer a step-by-step approach to some of the more common syllabus topics, including algebra, trigonometry, graphs, matrices, and statistics.

The publishers claim that this series "brings expert private tuition within everyone's reach", and indeed the tapes' smooth, friendly voice talking with genial authority feels very reassuring at first. But in reality this is no more than a talking text book. After all, a tutor's first task is to listen and probe to ascertain whether a student's examination goals are at all realistic. It is often said that the best tutors ask more questions than they answer; certainly they monitor progress and decide the next phase of the "diet" accordingly, but these tapes just drone on and on like the worst classroom practitioners.

Simon Relf

Harvest and hunger

With harvest celebrations looming next month, food based projects are proving popular in primary school. Oxfam in Wales is seeking to introduce a worldwide perspective into such studies, with new resource material for primary teachers which was introduced recently at a Cardiff seminar.

Ideas for both class work and assembly were suggested, with the intention of demonstrating that we are dependent on other parts of the world for our food. Harvest is a good time to remember this.

"The World on the Breakfast Table" is Oxfam's way of illustrating the point in class. Pupils discuss the country of origin of the food they have had for breakfast, before plotting the country and its produce on a world map. "After learning that tea comes from India, coffee from Brazil, orange juice from Morocco and cornflakes from America, they realize only dairy products are home produced" said Alison Herd Oxfam's Eduction Officer.

Visiting a supermarket and listing which foods come from where reinforces the theme, and leads pupils onto a study of the world's staple foods and the countries which produces them.

Development education and geography are not the only topics covered by the project. The potato study worksheet for example, includes cookery suggestions, and explains how to make artistic potato prints.

Gradually pupils come to question whether there is sufficient food in the world for everyone. Oxfam investigates this issue via a simulation exercise "The World Feast Game" which links food production and the question of unfair distribution and illustrates how the latter rather than the lack of food is the real cause of hunger.

Food and agricultural production in individual Third World countries are also studied. After meeting a Bangladeshi family, pupils learn that good nutrition is vital for good health and, using Ghana as an example, they compare traditional African agricultural techniques with modern mechanized farming.

Further suggestions on the food project and other Oxfam primary material, including slides, videos and books are available from the charity's teachers' resources centre in Cardiff, and Alison Herd hopes that Oxfam's development education work will become a regular part of South Glamorgan's in-service training provision.

For the future, Oxfam in Wales is seeking both to present more exhibitions in schools and to assist teachers create their own world development curricula. For in addition to help with the preparation of resource material, the charity can also provide small educational grants to cover project development and publishing costs.

Iola Smith

notes

LONDON'S TRANSPORT
Over and Under is a new resource pack on London's transport, past and present. It is designed for use at school for the 9–12 year old age group and includes illustrated information on the changes in transport systems, from horse drawn vehicles to the underground system in use today.
Available for the 14+ age group are two publications entitled "Let's Look At The Underground Map" and "Let's Look At a Bus Timetable". The packs contain exercises based on the Underground Map and a bus timetable together with route planning and estimating journey time exercises. The packs are available from the London Transport Museum, Covent Garden, London. Price £2.95 and 60p respectively.

PEOPLE IN BRITAIN
People in Britain is the sixth in a series of wallcharts published by OPCS. It has been specially prepared for schools and colleges with sixth forms, GCE A level and undergraduate courses and shows the distribution of people employed in manufacturing industries, finance, government and other services in 1987, together with changes in the proportions of women, types of jobs held by them and the proportions of people economically active in each occupation group out of employment in 1981. The wallchart is available free to schools from OPCS Information Branch, St Catherine's House, 10 Kingsway, London WC2B 6JP.

MARKETING FURTHER AND HIGHER EDUCATION
Marketing Further and Higher Education is the title given to the new publication by Longman Resources Unit. Divided into five sections the handbook is presented as a source of guidance on marketing concepts and techniques for all staff in the further education system. The handbook is available from the Longman Resources Unit, 62 Hallfield Road, Layerthorpe, York YO3 7XQ.

CHILD ABUSE
The Mental Health Film Council is proposing to hold a one day seminar on Child Abuse on November 11, from 10.00am–4.30pm at the BLAY Centre, Health and Medical Education, BMA House, Door D, Tavistock Square, London WC1. Those attending will be able to view films and videos on the theme and will be given an opportunity to discuss them and exchange ideas on using the media for education and training purposes. Further details available from MHFC, 380–384 Harrow Road, London W9 2HU.

The Education Roadshow
Radio 4 VHF
Sundays 4–5.30pm, until Oct. 12

The Education Roadshow has been on the road since September 6, visiting Plymtree in Devon, Wandsworth in South-West London, and South Manchester in its first three weeks. Each Sunday afternoon an audience of parents and local professionals sits down with a panel of experts to a session of question, comment and answer designed to air the concerns of the vast army of normally voiceless education consumers.

Will GCSE affect academic standards? How do teachers deal with lazy pupils? How can children be helped to make the right subject choices? Should education be vocational? How confidential are confidential reports? A surprisingly large number of questions are dealt with, and with headteachers and education committee chairpersons nailed to their seats in the school hall, surprisingly few sparks fly. There was the Manchester mother who seized the chance to confront a headmaster before the nation on the topic of why he'd refused to let her daughter do GCSE English Literature. (She still didn't get satisfaction.) There was the ripple of incredulity which greeted Frances Morrell's suggestion that the size of class you'd be likely to find in an ILEA primary school is 15 or less. (She conceded that perhaps here in Wandsworth it might be a bit higher.) But there were no howls of outrage when a headmaster inadvertently claimed "Anti-racism is something that we don't want here" – everyone knew he really meant the opposite.

But parents' worries are real and continuing, and perhaps the major concern which came out of all of the first three programmes, which dealt with nursery, primary and secondary education, was about communication between school and parents. Parents want to be informed, sometimes consulted, but above all involved in what goes on at school. Again and again, parents voiced their perception that standards were falling, a perception that the experts simply refused to countenance. But the fact that this perception is so widespread, and that it goes hand in hand with a distrust of so-called progressive methods, must cause schools concern.

The experts, led on each occasion with wit and urbanity by Professor Ted Wragg, insist that parents should keep trying. Go into school early. Go before you get cross. Volunteer as a parent governor. At Plymtree parents and teachers were quite suddenly bonded together by the necessity of building a new classroom which the authority couldn't afford. The venture had a positive outcome, but nobody thought it should have happened. Nobody, either, thought parents should raise £40 million pounds a year in England and Wales for their children's schools, as a representative from the Campaign for the Advancement of State Education popped up to say that they do. The 1944 Act, as Devon's Chief Education Officer pointed out, says education must be provided free.

The Education Roadshow got its act together well from programme one. Presenter Eric Robson keeps it slick, marshalling questions from all round the hall, and interspersing proceedings with previously recorded reports, and interludes by comics Malcolm Williamson and Stuart Silver, who trace the mythical school career of one Darren Plunge. Whether parents go home or switch off with lightened concern, though, is debatable. A chance to pin down the professionals is welcome, but concern on an issue so vital, so personal, and so political, doesn't go away that easily.

Frances Morrell and Ted Wragg

On the road

by Jessica Saraga

'Not dead yet'

SCHOOLS RADIO
Safety First
Broadcast September 17–19

This series consists of an hour's total listening time on safety matters which will send any sane person into a state of nervous anxiety about every aspect of life. Though, as we observe in one of the drama-stories, even after a bad accident, normal carelessness is resumed as soon as possible. However, if only a few of the safety suggestions recommended in these programmes hit home, they could save lives and limbs. There are three main themes: safety in the home, at work and in the factory, – a drama and a documentary allocated to each giving six, bite-sized ten-minute units.

The holiday drama is the most successful, involving the listener with the story and stopping just short of tragedy at sea to allow the audience to finish the scenario (in ways no doubt far more gruesome than anything the BBC could dream up).

The documentary sections run in parallel to the drama with interviews with a ROSPA representative and casuality nurses involved with the sad results of accidents at home and at work. A coastguard and a spokesman from the Cornish police force give their point of view of some of the dangers of the holiday season. One of the interviewees laughs off dangerous practices with the well-worn phrase about having got away with it for 30 years and "not dead yet" – an obviously silly attitude, we would agree. It's safe practice into our own everyday routines, but it is certainly worth being reminded about our responsibilites regarding health and safety.

There is a 32 page pupils book with some jolly accident prone illustrations with questions, puzzles and safety exercises.

Francesca Greenoak

briefing radio

For schools

GENERAL STUDIES
(Monday, 12.40, Friday, 11.10)
In the unit "Art and Upheaval" 11-year olds are asked to judge the importance of the creative arts in times of crisis.

SCIENCE SCOPE
(Monday, 14.20 VHF)
Evolved from "Introducing Science" series encourages nine to twelve year olds to carry out simple experiments. Each programme has a teacher introduction and "pauses for thought". This week, Fred Harris introduces "How far can you grow?"

DEUTSCH FÜR DIE OBERSTUFE
NBJ (Monday-Friday, 10.00, VHF4)
Advanced level programmes featuring recordings in Austria and Germany, Bernhart and Alfred Andersch, politicians and industry as well as a summary of topical German news.

WATCH
(Tuesday, 11.00, Thursday, 10.10, BBC2)
The unit on trees contains a mini-series of stories, craftwork and songs to encourage six to eight year olds to look at nature in a more scientific way as they study the differences between trees.

THE ENGLISH PROGRAMME
(Wednesday, 10.33 ITV)
Claire Bloom is "The Belle of Amherst", this one woman drama about the American poet Emily Dickinson. Intended for 14 to 17 year olds the two programmes will also be shown on mainstream tv.

SCENE
(Thursday, 11.40, Friday, 12.10)
"Boxing on the Ropes" is a documentary for 14 to 16 year olds about the sport of boxing. Specially topical in the light of Steve Watt's death following a fight in March.

TALKWAVES
(Friday, 14.25 VHF4)
Aimed particularly at those aged between twelve year olds who have learning difficulties but share the same interests as other children in this age group. "Noises in the Dark" asks children to listen to the problems set by a burglar, an intruder in a barn and then to help them.

Really useful

Victoria Neumark reviews 'an upbeat approach to multicultural education'

Continuing Education
Here and Now
ITV
Sundays 1 pm
Produced by Central TV.

Here and Now returns on the Sunday lunchtime slot with its upbeat and sensitive approach to multi cultural concerns. Though the presenter's approach is a little formal, the content is still sensitive and accessible over a wide range of minority cultures.

A recent programme was entirely devoted to "Vera's return Home". Evoking the changes that a couple of decades had wrought for the inhabitants of Evesham, St Vincent's. As one might have hoped, people were left to speak for themselves in their own surroundings with no patronising conclusions being drawn from them. Reverting to the more usual magazine format, on September 21 *Here and Now* spoke to the visiting Dance Theatre of Harlem, continued its serialization of the Ramayama, and interviewed people involved in a project which sent unemployed youngsters to Belize.

Most inspiring was the dancer, Arthur Mitchell. Eloquent in body and voice, Mr Mitchell spoke of how he came to form the world's premier black ballet. Dance is his passion and he spoke of it like a lover. "When a baby is in the womb, it kicks; kicking is movement, and movement is dance". His idea, that the first black person to succeed in any art must always be superlatively good, may not be generally accepted, but his hopes that the English youngsters he has been taking to the States since 1974 will return and "ignite" a similar company here must be shared.

The choice of Indonesian paintings to accompany *Here and Now*'s serialization of the Ramayana is the only feature to strike a jarring note. Though the paintings are charming – the conference of the monkeys on Hanuman's attempts to rescue Sita had a particular tender humour – the subject has been largely treated in the paintings of mainland India, and there are very few Indonesians here.

Inspired by the Mayor of Birmingham's words on unemployment and poverty in the Third World, Graham Gotsill, under the aegis of ACAFESS (Afro Carribean Association for Economic and Social Security) arranged for 16 young people to visit Belize and complete a half finished old people's home there. Out of 100 applicants, the 16 who could best cope with skinning a rabbit, gutting a mackeral, and building a wall on a poor diet with no fags, were selected. The three who talked in the programmes, though amazed at the heat "like a hairdyer at the back of your throat", were obviously so elated by their experience, so illuminated by what they had seen in Belize, that the skills and awareness gained from being challenged to be (*pace* Thomas the Tank engine) Really Useful ought to serve as a pointer for YTS and company.

A detail from Hieronymous Bosch's 'Christ Crowned with Thorns'.

Onion-layers

Michael Clarke on 'The Secret Life of Paintings'

The Secret Life of Paintings.
BBC2, Saturdays 6.20pm
The Secret Life of Paintings.
A book by Richard Foster and Pamela Tudor-Craig
Boydell Press £14.95.

There is no denying that Dr Pamela Tudor-Craig, Lady Wedgwood, is herself one of the key attractions in this new five-part series. Dressed in a paraphrase of an eighteenth-century gentlemen's frock-coat and breeches, she emerges from a foggy past to bring enlightenment to present-day viewers of Renaissance art.

Convinced that "paintings were never meant to be the captives of museums," Lady Wedgwood is equally sure that, "with careful detective work and just a little imagination, we may still unlock their secrets". And so, like the picture restorer who wipes away centuries of darkened varnish to reveal vivid colours and long-hidden details, she reinvests her chosen works with something of their original emotional impact and richness of meaning not by super-imposing our concerns on those of the artist but by the paradoxical process of pursuing what was authentic to the late medieval world. This pursuit is given even more substance in the book by Lady Wedgwood and her producer, Richard Foster.

On the screen, pertinent locations, dramatized sequences and other television techniques helped to recreate the lost, provincial environment in which the mystery plays were a profound experience for the majority, and groups like the Brethren of Common Life with which Bosch sympathized, were already setting themselves against as established church they believed to be corrupt.

Contemporary costumes in the painting suggested a contemporary interpretation and very soon the four contrasted types around Christ could be understood as representatives not only of different social classes but the four humours – choleric, melancholic, sanguine and phlegmatic; the four elements – earth, air, fire and water; and their related signs of the zodiac.

Painted just before Luther nailed...

Continuing education

CHINA – BEHIND THE GREAT WALL
(Saturday, 16.00 R4)
Preceding the Queen's visit in October, two documentaries about aspects of Chinese society – the countryside and how factories are coping with international trading.

POR AQUI
(Saturday, 17.00 VHF4)
A repeat of the 20 programme stage Spanish course – books and cassettes available.

GET BY IN FRENCH
(Saturday, 17.30 VHF4)
A short series of basic survival gives holiday makers a chance in shops, restaurants, hotels and public transport.

MUSEUM CHOICE
(Sunday, 20.30 R4)
Half a dozen well-known people the museum displays they like. Among contributors are Kenneth Mike Harding and the Secretary

4 Titles Available For Recording From Sunday 5 October 1986
Approximate Transmission Times.
Sunday 5 October
2.00 Everybody Here – Roger The Cycle P...
Friday 10 October
Stild

Irish Irish

Photographs by Laurie Sparham

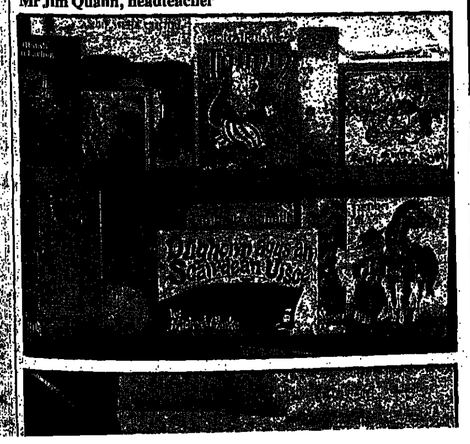
Each term Mr Jim Quann, headteacher of Steelstown Primary school in Derry, makes the trip to Dublin to purchase textbooks in Irish from bookstores and the Education Department. Sixty-six of his 1,000 pupils are being taught solely in Irish in response to a parent pressure group, 'Friends of The Gael School'.

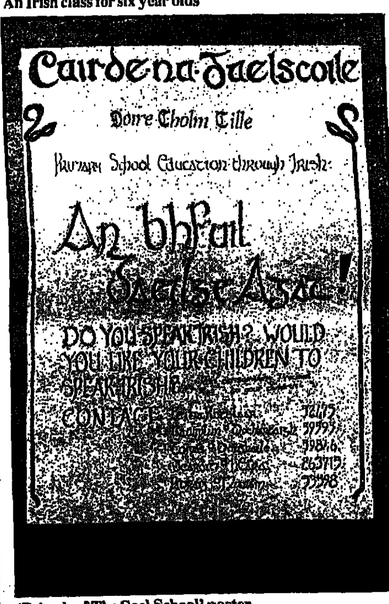
The Friends also run evening classes for those parents who are not Irish speakers as well as transport door to door for the younger pupils. They campaigned five years for an Irish education. In Mr Quann, an Irish speaker himself, they found a sympathetic ear: the programme has been in operation four years.

Mr Jearóid Óheara, chair of the parent's committee, now faces the task of campaigning for secondary provision for Irish speakers if this programme is not be in vain.

An Irish class for six year olds

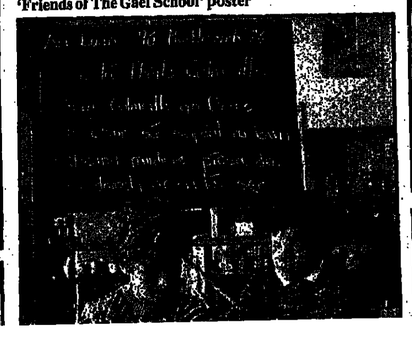
Mr Jim Quann, headteacher





'Friends of The Gael School' poster

An Irish concert by older pupils



Seize the initiative

Christopher Jarman on interactive video in the primary school

I am not an audio-visual enthusiast in primary education. While showing a few colour slides can clearly help to get a point across to children, I firmly believe that it makes for sounder learning if a child does something rather than just watch or listen. I recall with a tinge of naughty pride that our TV set stood virtually unused during my time as a village headmaster. We were "too busy" doing things at first hand, to see the need to watch anything at secondhand.

The same could be said for the microcomputer. Some computer activities, and especially wordprocessing, are undeniably fascinating to some children. But so far primary children who have become hooked on micros may have had their horizons narrowed down, and tunnelled into this particular world, rather than had their minds expanded.

In about 1980 it seemed that for the primary school the technology of the computer and the video would need to be very much more complex and sophisticated before it would be simple enough to use. What we were waiting for was a machine on every primary teacher's desk which at the press of a button or a voice command would summon up in 3-D and colour a moving picture of anything you wanted to mention. It could be a map, a picture of an ancient king, the Charge of the Light Brigade or Voyager II's latest pictures from Uranus. The curriculum requirements of a primary school audio visual aid are, of course, limitless. Little programs on how to spell five-letter words, may interest software salesmen, and a few Neanderthal programmers but not a class of lively nine-year-olds.

At the National Interactive Video Centre in Marylebone Road I have seen what I believe may now satisfy the yearnings of many other suspicious and rather anti-gadget minded primary teachers like myself. The answer seems to lie not in a new technology entirely, but in the shrewd application of modern but existing technologies being brought together.

At the heart of this is the laser-worked videodisc. This produces pictures as does a videotape, but it looks like a long playing sound disc. The advantages over tape are that pictures from any part of the disc can be selected by computer instantly. These may be moving or still pictures and both will be of very high quality. So an enormous number may be stored in encyclopaedic form for instant retrieval. No more hunting through hundreds of colour slides, holding them up to the light. And although 3-D pictures are not available yet on video disc, it will only be a matter of time.

The interactive part comes when a video disc film is married-to a computer program. At last those horrible little square drawn graphics are redundant and the greeny-yellowy printing disappears. Real film and people speaking in normal voices come onto the screen.

Now it is technically possible using a voice-activated computer, for a child to hold a meaningful conversation with a person on the screen. The possibilities for a new approach to encyclopaedias, learning new skills or being involved in stories are endless. With interactive video you sit watching a TV screen and hold a simple remote control panel no more complex than a domestic teletext control.

Imagine a lesson on Road Safety. It would not be a good idea to use the real road outside, so a program is sensible. The viewers in a small group with their teacher start the programme and a busy road is shown with full sound effects as in a TV documentary. A subtitle then asks "Where is the best place to cross?" It could give any number of alternative suggestions such as "on a crossing" or "opposite the school gate". Each suggestion is numbered; after a little discussion the viewers decide to choose one of the options and press the selector button on the remote control. Immediately the film changes to illustrate the consequences of that decision.

For each of the possibilities the film would have changed to show the one chosen. Thus control is in the hands of the learner. The film can of course be re-run and re-selected *ad infinitum* and many consequences envisaged. Discussion and argument among the group of learners is inevitably provoked. What is so attractive is that the complexities of learning, living and decision making are highlighted rather than the gross simplifications of textbook.

Clearly a tremendous burden [is] laid upon script writers and [prog]rammers. It is imperative that [teachers] seize the initiative rather than [the] salesman or the more technically [im]petent. Because the dangers of [the] new approach are as clear as [the] positive possibilities, educators [must] take a very close look at it. It is a powerful tool.

Interactive video and interactivity [in] are here now, and the possibilities [are] actually outstripping our notions of how to use them. It is tremendously exciting, and also very worrying because their influence will be [many] times greater than present TV [and] video.

The National Interactive Video Centre, 27 Marylebone Road, London NW1 5US
(tel: 01-935 8190)

Christopher Jarman is In-Service Co-ordinator for the Roehampton Institute, London SW15.

Coining a phrase

Centuries of Gold
Zamana Gallery, 1 Cromwell Gardens, London SW7.
Until October 5
Admission £1, concessions 50p, school parties by arrangement with gallery Education pack £3.50 + 50p p&p; catalogue £6.95

In the spacious purlieus of the Zamana Gallery the coins from the palmy days of Islam gleam brightly. It is easy to see the fascination the precious metal had for the ancients, the lust for the soft heavy lustre itself, not just what it would buy. However, frivolous questions of aesthetics are pushed to the background in the *Centuries of Gold* exhibition, which focuses mainly on the coins as a means of eulogizing Islamic history.

The exhibition is divided into seven sections, treating the Ruler as Issuing Authority, the Operations of the Mint, the Life of the *Suq*, International Trade, the Dangers of Life, the Joys of Life and Religious Obligations. A full-scale model of a coining shop is included (sponsored by the Bigbury Mint), as well as antiques from several expensive galleries which serve to give a grand feel of the accomplishments of Islamic culture.

An excellent tape-slide show on Islamic history uses the issue of coins as the lynch-pin of its exposition. Maps and dioramas flesh out what is really a very small display of coinage. The general tone of the show is extremely positive and it would make a good multicultural outing to give pride to the Muslim tradition.

The educational pack, consisting of 12 A4 sheets, carries on this attempt to give imaginative shape to a lot of history, dim to non-Numismins. A brief discussion of the religion is followed by an outline of some of the events coeval with the Conquest, to tie in with current studies of the Domesday Book in its 900th anniversary year. The use of coins, and the skill of Arab calligraphists is illustrated and a geometric colouring sheet is included (which can be copied free of charge). A glossary and resources list is provided, and the catalogue, which is a glossy reprint of the exhibition labelling, is useful for teachers' reference.

There are far too few exhibitions which thus firmly establish the cultural heritage of ethnic minorities and link it to glorious international events. The dignity of the surroundings in which *Centuries of Gold* is displayed adds much to the conviction of its message.

Victoria Neumark

Capital Gains!, an exhibition at the Museum of London, adopts a thematic approach to examine the changing landscape of the city. Finds covering all aspects of life throughout London's history are displayed, including the central panel of the mosaic floor (left) of a second-century AD Roman house in Milk Street. The mosaic was damaged during occupation in Saxon and Medieval times and was excavated in 1976.

Capital Gains!, "Archaeology in London 1970-86", will run until February 1, 1987, at the Museum of London, London Wall, London EC2. Tuesday-Saturday 10.0am-8.0pm; Sunday 2.0-6.0pm, admission free.

Spinning a yarn

by Jeanne Argent

VIDEO
Waldo and Muriel Lanchester's Marionette Master Class
VHS £25
DFAV Ltd, White Horse House, Mistley, Manningtree, Essex.
Hand Made
Arts Council video £9, or available for hire from Concord Films, 201 Felixstowe Road, Ipswich IP3 9DJ.
Join In and Spin with Pauline Robinson
Parts 1 and 2 20 mins each
VHS, Betamax £24.95; U-matic £45, incl booklet
Available from Mrs Pat Wisher, Thames Valley Productions, West Lodge, Hungerford Common, Hungerford, Berks RG17 0UP

Waldo and Muriel Lanchester's Marionette Master Class is a video for enthusiasts with above average interest in puppetry. Much of it was filmed in the 1940s at the Malvern Marionette Theatre created by Waldo and Muriel Lanchester. More film was made in the 1980s and the whole has been re-edited skilfully with a full sound track. There is a brief look at different types of puppet and an introduction to the Lanchesters, but the main part of the tape is a description of the making of a clown Marionette (stringed puppet) and a backdrop.

The charming skill of Waldo's wood carving and jointing of the puppet's pencil, using templates for the larger outlines and filling in freehand.

Many traditional designs are shown, but explanation of the technique is not given here since the film is concerned more with the history than the practical side of the craft.

Join In and Spin is an enthusiastic and thoroughly practical guide to learning to spin. In Part 1 Pauline Robinson explains how she first took up spinning when she began to have trouble with her sight and could no longer work fine close wool tapestry. Since spinning is more a craft of touch than sight, it is particularly suitable for partially sighted and even blind people.

In this film she shows the best type of wool for beginners to use, explains the basic technique and describes how the craft and its equipment developed. She introduces a student who has never spun before and teaches her, first on a simple spindle and later on a treadle wheel.

The different parts of the wheel are explained, what they do and how to set them up, and some helpful advice is given on choosing a suitable wheel to buy.

Together with the enclosed booklet *The Spinning Lady*, with its clear diagrams and explanations, its list of suppliers and books for further reading, this video provides all the information needed to start spinning your own yarn.

First aid

Teaching the St John's Ambulance Three Cross Award
VHS
St John's Ambulance

Thousands of lives could be saved year if everyone knew a few simple forward emergency techniques. St John's Ambulance Brigade, [the] BBC and the Red Cross, is making a big push to increase public awareness of emergency aid techniques by video, aimed at primary and [first] school children, is supposed to [com]plement a classroom approach by interested teachers.

The subject and its importance is riveting. But the disconnected [and] glamourous TV personality to introduce each technique "on the [road]" and an extraordinarily wooden-[faced] instructor to demonstrate how to [do] it in the studio while the presenter [goes] in and out between the two, [totally] breaks the thread of concentration.

Whereas we used to have [memories] (signs and symptoms, ABC of emergency procedures – airway, breathing, circulation) we now have jingles: explanations of the physiological mechanisms are so basic that they might as well be left out; and, of course, instructions for the practical work are hard to follow on the screen. The programme makers have gone for a kind of animated manual, with unconvincing scenes using Casualty Union personnel in "accidents" and slow footage showing the same technique in the studio.

However, the Three Cross scheme which the video promotes, could increase the number of emergency aiders in the country. With a system of badges and certificates available, teachers can guide their pupils through a graduated scheme of aid, from how to check for breathing, open the airway, take pulse and check for consciousness to stopping bleeding, immobilizing fractures and recognition and treatment of shock.

If you are going to be instructing your pupils in emergency aid, this video could fill in the end of a tiring day. But it would be far more exciting and memorable to get in one of the St John's Ambulance Brigade instructors, who are extremely skilled and efficient in conveying their knowledge.

Gabrielle Jones

● **Being Young** (£20 rental from Educational Media International, 13 Bolleau Road, London W5 3AJ) is a video made by the United Nations for International Youth Year. Suitable for a range of courses for 14-year-olds, it shows brief glimpses of young people in Peru, Northern Ireland, Japan, America, the Soviet Union and Rwanda.

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John Ledbrook, The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX.
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Nursery Education

Other Appointments

BARNET
LONDON BOROUGH
REQUIRED JANUARY 1987
ANNUNCIATION R.C. INFANTS SCHOOL
Tilehey Road, Edgware HA8 0HQ
Roll: 333
NURSERY TEACHER - Scale 1

Applications are invited for suitably qualified persons. Practising Catholic preferred. Removal expenses and superation allowance available.

Application Forms (S.A.E.) obtainable from and returnable to the Head Teacher by 17th October, 1986. 100036
(66384)

REDBRIDGE
LONDON BOROUGH
BECONTREE INFANTS' SCHOOL
Stevens Road, Dagenham, Essex RM8 2QR

Tel: 01-599 1303

Acting Head: Mrs G. Cooke

Required for January 1987 or as soon as possible

a qualified and experienced Nursery Teacher (Scale 2) to open new nursery class in this lively child-centred Infants' School. This post offers an exciting challenge to nursery teachers committed to parental involvement.

The post attracts Outer London Allowance and Social Priority Allowance; assistance with legal fees for house purchase and re-settlement expenses where appropriate is given in approved cases.

Application forms are available from and returnable to the Headteacher at the school, from whom further details can be obtained.

Closing date: 17 October. 100066

NORTHAMPTONSHIRE
NORTHAMPTON VALE MEAD LOWER SCHOOL
Premiere Court, Linga Way, Goldings, Northampton NN3 4X8

(Nursery Unit)

SCALE 2 POST - Teacher in Charge of Nursery Unit

Required for January 1987 if possible, an experienced teacher with a care and concern for young children in a happy and loving environment, to establish this new 52 place nursery unit attached to a recently built lower school on the outskirts of Northampton. This post would provide an exciting opportunity for the successful candidate to integrate and work closely with the lower school team.

Further details from Head Teacher, Mrs M.R. Pearce. Tel: N'pton 493771.

Application forms (s.a.e.) available from the County Education Officer (Ref. LM), Northampton House, Northampton NN1 2ERX. Closing date 17th October.

Northamptonshire welcomes applications regardless of marital status, race and disability. 100056
(38996)

BUCKINGHAMSHIRE
ST. MONICA'S R.C. COMBINED SCHOOL & NURSERY CLASS
NURSERY SCALE 2

Applications are invited for January 1987 from experienced teachers sympathetic to the aims of a Catholic school to take responsibility for the nursery class. A teacher aide will be required.

The successful candidate will take the full curriculum with two classes and addresses of two referees should be forwarded to the Headteacher, Mr. A.J. Mackie at St. Monica's R.C. Combined School, Turrier Drive, Heath Hill, Milton Keynes, Bucks. MK14 6EH. 100068
(38958)

Closing date: 17 October 1986.

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 63. 100036
(38616)

Primary School Education

Headships

AVON COUNTY
NEW NORTH WORLE COUNTY PRIMARY SCHOOL
Weston-Super-Mare, Avon
A Headship is required from April 1987 in order to make arrangements for this new school which is scheduled to open in September 1987.
Salary in accordance with Groups.

Further details and application forms (returnable by 10th October 1986) from the Director of Education, Avon House, The Haymarket, PO Box 37, St. James Barton, Bristol BS99 7AE. Enclosing sae.

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (33506) 110010

BEDFORDSHIRE
EDUCATION SERVICE
SUNDON LOWER SCHOOL
Brantley Road, Upper Sundon, Luton LU3 3PQ
Required for January 1987.

Group 2
Estimated number on roll: 24 children 5–8 years together with 26 Nursery children.
Group 3
Estimated number on roll: 160 children 8–13 years.

Application form and further details from the Chief Education Officer, County Hall, Bedford on receipt of a stamped addressed envelope.

Closing Date: 17 October 1986.
An Equal Opportunities employer. (39287) 110010

BERKSHIRE
SONNING C.E. (AIDED) PRIMARY SCHOOL
Pound Lane, Sonning, Reading RG4 0UR
Required April 1987, or soonest if possible Headteacher (Group 3). Applicants must be communicant members of the Church of England.

Application forms and further details from the Director of Education, Shire Hall, Shinfield Park, Reading RG2 9XE (SAE please).

Closing date: 24th October, 1986.

An Equal Opportunity Employer. (33040) 110010

BOLTON
METROPOLITAN BOROUGH
DEPARTMENT OF EDUCATION AND ARTS
ST. MAXENTIUS C.E. (AIDED) PRIMARY SCHOOL
New Boys Way, Bradshaw, Bolton BL2 4AE
HEAD OF TEACHER, GROUP 3

Required from 1.1.87 or as soon as possible thereafter. The Governors invite applications from suitably qualified and experienced teachers who are committed Christians.

Application forms and further particulars available from the Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to whom completed application forms should be returned not later than 15th October, 1986. (32955) 110010

BOLTON
METROPOLITAN BOROUGH
DEPARTMENT OF EDUCATION AND ARTS
OUR LADY OF THE ROSARY R.C. (AIDED) PRIMARY SCHOOL
Chorley New Road, Horwich, Bolton BL6 7QS
TEACHER, GROUP 3
Required from 1.1.87 or as soon as possible thereafter. The Governors invite applications from suitably experienced teachers of the reformed Roman Catholic.

Application forms and further particulars available from the Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW. Completed applications to be returned by Nov. 7, 1986. Interviews 17th & 18th Nov. 1986. (32955) 110010

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 63. 110010
(35605)

DORSET
HEATHLANDS JUNIOR SCHOOL
Springwater Road, Bournemouth BH11 8SZ
(Age range 8–11)
Required Easter 1987 Head Teacher Group 4.

Details and application forms from the Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6HR on receipt of s.a.e.

Closing date 24th October, 1986. (07878) 110010

EDUCATION DEPARTMENT

HEADSHIPS

NORTH KENT AREA

Murston County Infant School, Church Rd, Murston, Sittingbourne, Kent ME10 3RU
Group 3, Roll 130 (Summer Term 1987)

Appointment to take effect from the beginning of the Summer Term 1987.

Application form and further details from the Area Education Officer, Fort Pitt House, New Road, Rochester, Kent (please enclose s.a.e.), to whom they should be returned by 24 October 1986.

Re-advertisement — previous applicants need not re-apply.

EDUCATION DEPARTMENT
MID KENT AREA

Roseacre County Junior School
The Landway, Bearsted
Maidstone ME14 4BL

Group 5

Required with effect from April 1987 for this junior school.

Application forms and further details from the Area Education Officer, Astley House, Hastings Road, Maidstone, Kent ME15 7BG, to whom they should be returned by 24th October 1986 (SAE please).

(04788)

KENT COUNTY COUNCIL

Wiltshire

Primary Education

HEADTEACHER POST

Figheldean St. Michael's C.E. (Controlled) Primary School
Figheldean, Salisbury, SP4 8JT.

Group 2

A Head Teacher is required for this three teacher school from April 1987, following the promotion of Mrs. B. Carter to the Headship of another school in Wiltshire and the completion of a review by the Education Committee of primary school provision in the Upper Avon Valley.

Figheldean is an attractive village in the Avon Valley some 12 miles North of Salisbury.

Application form and further details (S.A.E. please) from and returnable to the Chief Education Officer, Education Department, (Ref. ST/T/PMB), Trowbridge by 16th October, 1986.

DEPUTY HEADTEACHER POST

Drove Junior School, Drove Road, Swindon, SN1 3AB
Head Teacher, Mr. K. Hinder — N.O.R. 172

DEPUTY HEAD TEACHER — GROUP 4

Required for January 1987, a suitably experienced teacher, who besides demonstrating ability in the classroom has had practical experience of leading curriculum development.

Further details and application forms (S.A.E. please) available from and returnable to the Headteacher at the school. Closing date 15th October, 1986.

SCALE 1 POSTS

St. Catherine's R.C. I/J School, Davenwood, Stratton, Swindon, SN2 6LL. Head Teacher: Mr. B. Thompson.
Estimated N.O.R. January 1987 - 195

Required for January 1987, teacher for 2nd Year Junior Class. Catholic candidate preferred. Temporary appointment to 31st August, 1987.

Letter of application, c.v., and names and addresses of two referees to the Head Teacher at the school by 10th October.

Eldene Junior School, Collingsmead, Eldene, Swindon SN3 1TQ
Tel. Swindon 826836. Head Teacher: Mrs. M. Eldridge
Scale 1 — N.O.R. 256

Primary teacher required for permanent post commencing 3rd November, 1986. Good primary practice essential. Forms and information available from the school. To be returned by 17th October, 1986.

Westbury Leigh C.E. Primary School, School Lane, Westbury, BA13 3EN. — Group 3 — N.O.R. 139

Temporary Teacher required from January, 1987, to teach Reception infants. The post will be initially for two terms. Knowledge of good infant practice is essential.

Written letter of application, stating age, particulars of education training and experience and also the names and addresses of two referees to be sent to the Acting Head Teacher by 13th October, 1986. Letter of application should include special skills and interests.

Potterne C.E. Controlled Primary School, Church Corner, Potterne, Devizes SN10 5QX. — Group 2 — N.O.R. 68

Required for January 1987 an enthusiastic infant teacher to teach class of reception to middle infants in this three teacher village school. Opportunities will be provided for a teacher who is interested in developing an area of the curriculum and it is expected that the person appointed will wish to participate fully in the school.

Written letter of application, stating age, giving particulars of education, training and experience and the names and addresses of two referees to be sent to the Headmaster by the 13th October. (S.A.E. please)

REMEDIAL POST

Peripatetic Remedial Teacher

Required from January 1987, a Scale 1 full time temporary teacher, initially for one year, to develop the continuity of work with selected groups of children with learning difficulties in Pembroke Park and Woodlands First Schools, and Avon Middle School, Salisbury.

Written letter of application to be sent to Mrs. J.A. Garnett, Area Support Team Leader, Sarum St. Paul's C.E. School, Westminster Road, Salisbury, SP2 7DG, stating age, giving particulars of education, training and experience and also the names and addresses of two referees to be sent to the Headmaster by the 13th October. (S.A.E. please)

(04717)

PRIMARY HEADSHIPS

continued

BROMLEY
PICKHURST INFANT SCHOOL
Pickhurst Lane, West Wickham, Kent BR4 0HL
Tel: 01-462 3196
HEADTEACHER - Group 5
We seek a suitably qualified and experienced candidate for this post which is tenable from April, 1987.
Assistance with removal and associated expenses available in certain circumstances.
Application forms and further details are available from the Director of Education, The Town Hall, Tweedy Road, Bromley, Kent BR1 3UH (a.e.e. please) to whom completed forms should be returned by 16th October, 1986. (96596) 110010

BROMLEY
TUBBENDEN JUNIOR SCHOOL
Danbury, Orpington, Kent BR6 8SD
Tel: Farnborough 56098
HEADTEACHER - Group 4
Applications are invited from suitably qualified and experienced candidates for the above post which is tenable from January 1987.
Assistance with removal and associated expenses may be available in certain circumstances.
Application form and further details may be obtained from the Director of Education, The Town Hall, Tweedy Road, Bromley, Kent BR1 3UH (a.e.e. please) to whom completed forms should be returned by 16th October, 1986. (93528) 110010

CUMBRIA
COUNTY COUNCIL
BAMPTON ENDOWED SCHOOL
Bampton, Penrith
Voluntary Aided C of E Mixed 4-11, 29 on roll)
Required for January 1987 or as soon as possible thereafter a Head for this Group 1 school.
Application forms and further details from the Director of Education 5 Portland Square, Carlisle CA1 1PU to whom completed forms should be returned by 17 October 1986. (a.e.e. please). (97846) 110010

HAMPSHIRE
FAREHAM PARK COUNTY INFANT SCHOOL
Required 27th April 1987 -
HEADTEACHER - GROUP 4.
Sound standard and innovative approach to Area Education Officer, Area Education Area Education Office, Wallisdown Road, Poole, Dorset, BH12 1BU, for application form and further details.
Closing date - 17th October 1986. (96245) 110010

HAMPSHIRE
GATCOMBE PARK FIRST SCHOOL
St. Barbara's Way, Hilsea, Portsmouth PO2 0UR
HEADTEACHER - Group 3
Required 27th April 1987.
Application form and further details from the Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2BJ (S.A.E. please). Closing date 17th October 1986. (96533) 110010

HAMPSHIRE
COLLEGE PARK FIRST SCHOOL
Lyndhurst Road, Portsmouth PO2 0LB
Required 27th April 1987
HEADTEACHER - GROUP 3.
Application form and further details from the Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2BJ (S.A.E. please). Closing date 17th October 1986. (96534) 110010

HAMPSHIRE
HEATHERSIDE COUNTY JUNIOR SCHOOL
Reading Road South, Fleet, Hampshire GU13 9SB
Group 5 school
N.O.R. 380
Required for April 1987.
Applications are invited for the post of Head Teacher.
Closing date 27th October 1986.
Application forms and further details are obtainable from the Area Education Officer, Crossways, Boundary Road, Farnborough, Hants, GU14 6SE on receipt of a stamped, addressed envelope. (96581) 110010

HAMPSHIRE
WHITEWATCH C.E. (CONTROLLED) PRIMARY SCHOOL
Rotherwick, Basingstoke RG27 9RC
Group 2 School
N.O.R. 87
Required for April 1987, Application are invited for the post of Head Teacher.
Closing date: 27th October, 1986.
Application forms and further details are obtainable from the Area Education Officer, are obtainable from the Area Education Officer, Crossways, Boundary Road, Farnborough, Hants, GU14 6SE on receipt of a stamped, addressed envelope. (32754) 110010

HEREFORD AND WORCESTER
COUNTY COUNCIL
STOURPORT-ON-SEVERN, LICKHILL FIRST SCHOOL
Almond Way, Stourport-on-Severn, Worcestershire DY13 8UA

Required from Summer Term 1987, a Headteacher for this Group 2 First School with 114 pupils on roll. Age range 5 to 9 years.

Application forms and further details are available from the County Education Officer, CW/GJH, Education Offices, Chest Street, Warrentside WR1 3AG, on receipt of a foolscap stamped addressed envelope.

Closing date 17th October, 1986. (32873) 110010

HERTFORDSHIRE
GADDESDEN ROW J.M.I. SCHOOL
Gaddesden Row, Hemel Hempstead
Group 1
Applications are invited for the HEADSHIP of this village school which will be vacant from mid term, 3rd January April 1987.
Housing may be available to rent.
Forms and further particulars from the Divisional Education Officer, The Quadrangle, Hemel Hempstead, Herts HP1 1HH (a.e.e. please). Closing date for application 13th October, 1986. (32744) 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
DIOCESAN & ANN SMITH C.E. (AIDED) PRIMARY SCHOOL
Broad Street, Canterbury, Kent CT1 2LU
Applications are invited for appointment as Head Teacher of this Group 4 Primary School from April, 1987. Applicants should be practising Christians and preferably communicant members of the Church of England. Previous applicants need not re-apply.
Further details and application forms available from the Area Education Officer, 78 London Road, Canterbury, Kent CT2 8JT.
(S.A.E. please).
Closing date: 24th October 1986. (33329) 110010

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunities Employer

Primary Schools

Re-Advertisement

BLACKBURN ST. PETER'S R.C. JUNIOR (AIDED) Blackburn

(215 on Roll. Mixed 7-11)

Required 1st January 1987 or as soon as possible thereafter.
HEADTEACHER
GROUP 4. - PREVIOUS APPLICANTS WILL BE RE-CONSIDERED.

BILLINGTON ST. MARY'S R.C. (AIDED) Blackburn

(134 on Roll)

Required 1st January 1987.

HEADTEACHER - GROUP 4.

For BOTH posts, for application form and address for return, and for supplementary forms should be sent, a large SAE (foolscap) To Child Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ.

Closing date: 16th October 1986. (32868) 110010

LANCASHIRE
HEADTEACHER
ST. PETER'S R.C. (AIDED) PRIMARY SCHOOL
Ashton-le-Lune, Tadeside
Applications are invited from qualified and experienced teachers who should be members of the Church of England.
Forms and further details are available from the Director of Education, Teachers Staffing Section, County Offices, Workington Road, Ashton-le-Lune, Tadeside (Tel: 061-344 3238). Forms should be returned by 17th October 1986 to the Rev. A.J. Rawlinson, The Rectory, Caroline Street, Ashton-le-Lune, Lancs. (33276) 110010

Application forms and further details are available from the County Education Officer, CW/GJH, Education Offices, Chest Street, Warrentside WR1 3AG, on receipt of a foolscap stamped addressed envelope.

Closing date 17th October, 1986. (32873) 110010

NORTH YORKSHIRE
AMOTHERBY INFANT PRIMARY
Group 3
HEADSHIP

Qualified and experienced teacher required.

Send for application forms, returnable 17.10.86, and details to County Education Officer, County Hall, Northallerton DL7 8AD. (97855) 110010

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
CROSS KEYS ROAD JUNIOR SCHOOL
Parkside Drive, Swinton M27 1LN
HEADTEACHER GROUP 5
Applications are invited for this vacancy from suitably qualified experienced teachers for the post of Head Teacher at the above school.
Please send s.a.e. for application form and further details to the Director of Education (immediately) (Tel: 707 100), giving full name and address and two referees, enclosing if possible a curriculum vitae.
Closing date for applications should be entered on the week's Staff Bulletin no 4. Interviews will be held during the week beginning 20th October 1986. (32853) 110010

SOLIHULL
EDUCATION COMMITTEE
HEADTEACHER (GROUP 4)
Re-advertisement
ROCKLEY HEATH JUNIOR AND INFANT SCHOOL
School Lane, Rockley Heath, Solihull, West Midlands B94 6RA
Tel: Lapworth 3161
Required for 1st January 1987. Previous applicants remain under consideration.

HEADTEACHER (GROUP 5)
KNOWLE C.E. CONTROLLED INFANT SCHOOL
Kirby Lane, Knowle, Solihull, West Midlands B93 0JT
Tel: Knowle 5269
Required for Easter 1987.
For further details and application forms for the above posts, send s.a.e. to Director of Education, P.O. Box 20, Council House, Solihull, West Midlands B91 3QT.
Closing date: Noon, 27th October 1986. (32738) 110010

Deputy Headships Second Masters/ Mistresses

AVON COUNTY
PARKWALL COMMUNITY PRIMARY SCHOOL
Hanham Road, Parkwall, Oldland Common, Bristol, Avon BS15 5NA
Required from 1st January 1987, a Deputy Head (Group 4). Applications are invited from experienced and resourceful teachers capable of assuming responsibility for the day-to-day management of the school as well as providing a strong lead in curricular activities.
Applicants should indicate a curriculum interests and give a broad outline of their educational philosophy.
Further details from and letter of application to the Headteacher immediately.
Please give full c.v. and names and addresses of two referees, enclosing s.a.e.
As an Equal Opportunities employer considers applications on their suitability for the post, regardless of sex, race, disability or sexual orientation. (32845) 110012

AVON COUNTY
SOUTH VILLE PRIMARY SCHOOL
Merrywood Road, Southville, Bristol BS3 1EB
Required from 27th October 1987 a Deputy Head (Group 4). Applications are invited from teachers with interest in curriculum development. Please give details of curriculum strengths and interests.
Further details from and letter of application to the Headteacher immediately (Tel: 0272 663822), giving full names and addresses of two referees, including current employer.
As an Equal Opportunities employer considers applications on their suitability for the post, regardless of sex, race, disability or sexual orientation. (32844) 110012

AVON COUNTY
CROSSWAYS JUNIOR SCHOOL
Kington Road, Thornbury, Bristol BS12 2HQ
Required from 1st January 1987, a Deputy Head (Group 4). Applicants should be experienced teachers able to make a positive and creative contribution to curriculum development. Please state curriculum strengths and interests.
Further details from and letter of application to the Headteacher immediately, giving full names and addresses of two referees, including current employer.
As an Equal Opportunities employer considers applications on their suitability for the post, regardless of sex, race, disability or sexual orientation. (32849) 110012

AVON COUNTY
ST. ANNS COUNTY JUNIOR SCHOOL
Lamplighters Court Road, St. Annes, Bristol BS4 4RJ
Required from 1st January 1987 a Deputy Head (Group 4). Please state curriculum strengths and interests.
Further details from and letter of application to the Headteacher immediately (Tel: 770710), giving full name and address and two referees, enclosing if possible a curriculum vitae.
As an Equal Opportunities employer considers applications on their suitability for the post, regardless of sex, race, disability or sexual orientation. (32845) 110012

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
WILLDEN COUNTY GORING MIDDLE SCHOOL
Willen, Milton Keynes
DEPUTY HEADSHIP, Group 4
Required from April 1987, for the Deputy of this new 5-12 Combined School, a suitable teacher, committed to pastoral care and flexible teacher for the post of Deputy Head.
Assistance with removal expenses and rented housing may be available in certain cases and there is a wide range of housing to buy in the area.
Application forms and further details can be obtained from the Area Education Officer, Milton Keynes Area, 1 The Oaks, Oak End, Central Milton Keynes MK9 3DE on receipt of a foolscap stamped addressed envelope. (32350) 110012

ESSEX
POWERS HALL COUNTY INFANTS SCHOOL
Silver End, Witham
Tel: Witham 512605
Group 3
DEPUTY HEADTEACHER.
Required January, 1987, a suitably qualified Infant Teacher for Deputy Headship of this Infant School.
Applications are welcome to visit the school. Previous applicants will be considered.
Application forms and further details available from the North West Essex Area Education Office, Crossmans House, Station Approach, Halstead CM9 8GA, to whom they should be returned by 17th October, 1986 (foolscap s.a.e. please).

BOREHAM COUNTY PRIMARY SCHOOL
Juniper Road, Boreham, Chelmsford CM3 3DB
Tel: Chelmsford 467625 (Roll 261)
DEPUTY HEAD, Group 5 - Re-Advertisement)
Suitably qualified teacher required for this vacancy which has risen due to promotion to Headship. Visits to school welcome by prior arrangement with Headteacher. Previous applicants will automatically be re-considered. Closing date: 17 October, 1986.
Applications with c.v. and names of referees to Mid Essex Area Education Office, P.O. Box 358, 'A' Block, County Hall, Chelmsford CM1 1JW (foolscap s.a.e. please).

ST. ALBAN'S R.C. PRIMARY SCHOOL
First Avenue, Harlow CM20 3NP
Tel: (0279) 25383
(Roll 193)
DEPUTY HEADTEACHER, Group 4 (London Fringe Allowance)
Required January, committed Catholic Teacher prepared accepting responsibility for the overall development of the ideals of the school. Candidates welcome to visit the school by appointment. Closing date: 17th October, 1986.

TANYE DELL C.P. SCHOOL
Tanye Dell, Harlow CM20 2LS
Tel: Harlow 24049
(Roll 185)
DEPUTY HEADTEACHER, Group 4
Required January, enthusiastic teacher able to help develop the curriculum. Closing date: 17th October, 1986.
Application forms and further particulars for the above two posts available from Area Education Office, St. John's Road, Epping CM16 4BB.

WILLIAM READ INFANT SCHOOL
Long Road, Canvey Island
Tel: (0268) 683818
(Roll 193)
DEPUTY HEADTEACHER.
Experienced, dedicate teacher with positive approach to children with special needs required. Music an advantage. Vacancy due to retirement. Visits welcome. Closing date: 17th October, 1986.
Further details and application forms available from South East Essex Area Education Office, Civic Centre, Victoria Avenue, Southend-on-Sea (foolscap s.a.e. please). (32600) 110012

CUMBRIA
COUNTY COUNCIL
ABBOTSMEAD COUNTY JUNIOR SCHOOL
Cambridge Street, Barrow in Furness
(R.O.R. 262 mixed 7-11)
DEPUTY HEADTEACHER
Required 1st January 1987. Group 5.
Application forms and further particulars from and to the Director of Education, 5 Portland Square, Carlisle CA1 1PU by 17th October 1986. (97862) 110012

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 63. (32606) 110012

HAMPSHIRE
CALMORE COUNTY FIRST SCHOOL
Calmore Drive North, Eastleigh, Southampton, Hants.
R.O.R. 320 approx.
RE-ADVERTISEMENT
DEPUTY HEADTEACHER - Group 5 School
Salary scale currently £10,308 - £13,464
Required January, 1987.
Apply (S.A.E.) to Headteacher for further details. (32726) 110012

HEREFORD AND WORCESTER
COUNTY COUNCIL

UPTON-UPON-SEVERN C.E. (CONTROLLED) SCHOOL
School Lane, Upton-Upon-Severn, Worcs. WR8 0LD
for 1.1.87

Required from January, 1987, Deputy Headteacher, Group 4. Applications are invited from enthusiastic, suitably qualified teachers for the post of Deputy Headship of this primary school. Applicants should be able to take a leading role in curriculum development and assist in some areas of the school's management.
Application forms and further details available from the Headmaster upon receipt of s.a.e. (32674) 110012

HERTFORDSHIRE
ALBAN WOOD INFANT SCHOOL
The Broxs, Watford
Applications are invited from imaginative, experienced and suitably qualified teachers for the post of DEPUTY HEAD (Group 4 School).
London Fringe allowance £2252.
Application form and further details from the Headmistress (please enclose s.a.e.). Closing date: 17th October 1986. Previous applicants do not need to re-apply. (32739) 110012

HERTFORDSHIRE
FLAMSTEAD END JM SCHOOL
Longfield Lane, Flamstead End, Waltham Cross, Herts.
DEPUTY HEAD required for this Group 5 JM school for January 1987.
Application forms and further details available from the Divisional Education Office, Scott House, Hagsdell Road, Hertford SG13 8BQ (see please) to be returned to the school by 17 October. (33030) 110012

HILLINGDON
LONDON BOROUGH OF HILLINGDON
ST CATHERINE'S RC SCHOOL
Mercy Lane, West Drayton UB7 8TNX
The Governors and the LEA are seeking to appoint a suitably qualified and experienced practising Roman Catholic as Deputy Head Teacher. Applicants should possess a thorough knowledge and commitment to modern educational theory.
Applications from teachers who have the qualities necessary to establish and maintain good relations with staff, pupils and parents whilst assisting the Headteacher in the associated work of the school are sought. In addition the Governors and the LEA wish to appoint a candidate who can undertake pastoral responsibility for the Boys. Any ability in music would also be an asset.
The School is in Group 3 and salaries carry an London Allowance of £1,745.
The Authority will pay 75% of approved removal expenses in certain circumstances.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) and returnable to Rev. Chairman of Governors, c/o The Presbytery, West Drayton, Middlesex UB7 7QJ by 10 October 1986. (32786) 110012

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
OLD GOOLE FIRST SCHOOL
Old Goole Street, Goole
Head Teacher: Mrs. R. Whinnett
No. on Roll: 195
DEPUTY HEAD TEACHER required for January, 1987. The successful applicant must have proven classroom expertise with a fully active role in the development of a broad based curriculum for the early years through first hand experience.
Application forms and further details may be obtained on receipt of a s.a.e. from the Head Teacher at the school, to whom completed forms should be returned by not later than 12th October, 1986. (32544) 110012

HUMBERSIDE
EDUCATION COMMITTEE
PRIMARY DIVISION
HEDON INFANT SCHOOL
Headteacher: Mrs. Ann Stewart, Grimsby DN32 7PH
Required for January 1987
DEPUTY HEAD, GROUP 4 (Acting)
This post would appeal to an enthusiastic teacher experienced both with the age and children of an 5-8 year.
Application forms, obtainable from the Divisional Education Office, Eleanor Street, Grimsby (on receipt of a s.a.e.) should be returned to the Head Teacher at the school by 13th October 1986 (32549) 110012

KNOWSLEY
HOLY ANGELS RC JUNIOR SCHOOL
Kirkby Row, Westvale, Kirkby L32 8YQ
(403 Boys and Girls on roll)
DEPUTY HEADTEACHER
Group 5
Required for 1st January, 1987.
Application forms available from the Borough Education Officer, to be returned to Reverend Bridges, Holy Angels Presbytery, Sidney Powell Avenue, Westvale, Kirkby, Merseyside L32 0TP by 17th October, 1986. (32716) 110012

NORFOLK
COUNTY COUNCIL
BROOKE VC PRIMARY SCHOOL
High Green, Brooke, Norwich NR15 1HP

DEPUTY HEAD (Group 5)

Required for 1st January 1987.

Forms and details can be obtained from Central Area Education Office, Gledstone House, 38 St. Giles Street, Norwich NR2 1TQ (S.A.E. please). Completed forms returned to the Head at the school. Closing date: 17th October, 1986. (33062) 110012

NORFOLK
COUNTY COUNCIL
RACKHEATH CP SCHOOL
Green Lane West
Rackheath, Norwich NR13 6LU

Group 2. N.O.R.: 60. Age range: 5-11

DEPUTY HEADTEACHER

Required for January 1987, enthusiastic and experienced infant teacher who has worked with reception children and is conversant with current infant methods. Music and drama are desirable extras.

Application forms are available (S.A.E. please) from Area Education Officer, Northern Area Office, Market Street, North Walsham, Norfolk NR28 9BZ. Closing date: 17th October, 1986. (33140) 110012

SHROPSHIRE

KINNERLEY CE PRIMARY SCHOOL
Oswestry, Shropshire SY10 8DP

Tel: Knockin 889

Required for January, 1987. Permanent, Full-time Dep. Head CP. & Teacher of Infant/Lower Juniors.

The successful candidate will be expected to play an active role in the development of a broad curriculum based upon a direct experience approach.

Please state strengths.

Application form and details from the Head to be returned by 15th October, 1986 (S.A.E. required. (32638) 110012

WILTSHIRE

Please see display advertisement under Primary Headships column page 40. (113587) 110012

YORKSHIRE
ST. OSWALD'S C.E. (AIDED) JUNIOR SCHOOL
The Green, Guiseley, Leeds LS20 8BT
Tel: 73570
Required for January, 1987, Deputy Head Teacher (Group 5 School).
Further details from Head Teacher - Mr. A.G. Robinson.
Closing date: 17th October, 1986. (32707) 110012

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
SHEERNESS, MINSTER-IN-SHEPPEY - PRIMARY SCHOOL
Minster Village, Sheerness ME12 9BX
Group 5
Required for January 1987.
Head of Infant School.
Scale 3.
An experienced infant trained teacher is required to co-ordinate and monitor the progress of eight classes. Ability to maintain and develop a broad balanced curriculum essential.
Application with c.v. and names/addresses to the Head Teacher (S.A.E.) (32650) 110012

HUMBERSIDE
EDUCATION COMMITTEE
PRIMARY DIVISION
HEDON INFANT SCHOOL
Headteacher: Mrs. Ann Stewart, Grimsby DN32 7PH
Required for January 1987
DEPUTY HEAD, GROUP 4 (Acting)
This post would appeal to an enthusiastic teacher experienced both with the age and children of an 5-8 year.
Application forms, obtainable from the Divisional Education Office, Eleanor Street, Grimsby (on receipt of a s.a.e.) should be returned to the Head Teacher at the school by 13th October 1986 (32549) 110012

SUFFOLK
COUNTY COUNCIL
SOUTHERN AREA
Primary Teacher for the Language Support of Bilingual Pupils, Scale 3.
Secondary English
R.O.R. (352521) 110018

WEST SUSSEX
EDUCATION DEPARTMENT
HEADSHIP DEPARTMENT
RUSTINGTON COUNTY PRIMARY SCHOOL
Salary: Scale 3 Group 8
Required January 1987. This is a challenging post from which the current leader has been promoted to a headship in the county. It involves teaching a top infant class, running the North Lane Infant department and joining the school's management team.
Further details and application form from the Headmaster, Rustington C.P. School, North Lane, Rustington, West Sussex, BN16 3PW (s.a.e.f.s. please).
Previous applicants need not re-apply. (32572) 110012

YORK
ST. OLAVE'S SCHOOL
Please see main advertisement under preparatory Maths Head of Department. (96072) 110018

BARNET
LONDON BOROUGH
HIGHWAY JANUARY 1987
ST. JOSEPH'S JUNIOR SCHOOL
Watford Way, Hendon, NW4 4TY
Roll: 264
HEADTEACHER - Scale 2
Experienced & qualified to be responsible for ENGLISH throughout the school. Practising Catholic preferred.
Removal expenses and separation allowances available.
Application forms (S.a.e.) obtainable from and returnable to the Head Teacher by 7th October, 1986. (33114) 110020

BEDFORDSHIRE
EDUCATION SERVICE
MULTI-RACIAL EDUCATION RESOURCES CENTRE
Applications are invited for the post of Infant Specialist (Scale 3) for January 1987 to work in the development of education in and for a multi-ethnic society and be part of the INSET team. Knowledge of a community language, including Creole, an advantage. Current driving licence essential.
Further details from Mrs H. Bowring, Dip.E., M.A.(Ed), MERC, Denbigh Junior School, Denbigh Road, (including Creole, an advantage. Current driving licence essential.
Further details from D.F. Bowring, Dip.E., M.A.(Ed), MERC, Denbigh Junior School, Denbigh Road, including Creole, an advantage. Current driving licence essential.
MULTI-RACIAL EDUCATION SUPPORT TEAM
Applications are invited for the post of Infant Specialist (Scale 3) for January 1987 to offer expertise in ESL support across the Primary age range. Knowledge of a community language an advantage. Current driving licence essential.
Application forms and further details from D.F. Bowring, Dip.E., M.A.(Ed), Education Officer, (Ref. SS/ESTI), County Hall, Bedford, MK42 9AP (s.a.e. please) to whom completed forms should be returned by 14th October, 1986. (96685) 110020

BERKSHIRE
ENGLISH MARTYRS R.C. PRIMARY SCHOOL
Upper Way, St. Ibbs
N.O.R. 220
Required as soon as possible a Scale 2 Catholic Teacher to take responsibility for Infant Department.
Application forms available from Headmistress or Archdeacon's Office, 9 A.E.P.). Tel: Reading 423800.
Closing date:
An Equal Opportunity Employer. (33041) 110020

BERKSHIRE
FRANCIS DAILY PRIMARY SCHOOL
Skillman Drive, Thatcham, Newbury
N.O.R. 220
Required for January 1987, a teacher to work in a modern open plan co-operative teaching area, a scale 2 post is available for a candidate willing to teach music throughout Infant Department.
Application forms obtained from Headmistress enclosing S.A.E.
Closing date: 20th October, 1986.
An Equal Opportunity Employer. (33027) 110020

BARNET
LONDON BOROUGH
CHILDS HILL J.M.I. SCHOOL
Daringhams Road, Childs Road, Childs Hill NW2 1BL
Roll: 198
Required January 1987 - or earlier if possible -
Scale 1 Infant Teacher for Reception class initially, in a non-form entry, multicultural school. Applications are invited from teachers able to co-ordinate curriculum development. Please state subject interests.
Removal expenses and separation allowances available.
Application Forms (S.A.E.) obtainable from and returnable to the Head Teacher by 17th October, 1986. (96585) 110020

BARNET
LONDON BOROUGH
QUEENSWELL JUNIOR SCHOOL
Sweete Way, Whetstone N20 0NG
Roll: 322
Required January, 1987:
Experienced teacher, ability to offer SOME GAMES an advantage, Scale 2.
Removal expenses and separation allowances available.
Application forms (S.A.E.) obtainable from and returnable to the Head Teacher by 17th October, 1986. 110020 (96583)

BARNET
LONDON BOROUGH
REQUIRED JANUARY 1987
TRERVOE CLINIC SCHOOL
The Ave, London NW9 6LE
Roll: 130
The work of this post will be divided between E.S.L. for .5 of the appointment, and part of the Language Support Team engaged in school based teaching. At present, this will be in this school's Unit, but this could change. Applicants' time would be as part of a Special Needs Team within the school. The applicant would be expected to use Curriculum Support method and participate fully in the life of the school. Scale 2.
Removal expenses and separation allowances available.
Application forms (S.A.E.) obtainable from and returnable to the Head Teacher by 17th October, 1986. (96747) 110020

BARNET
LONDON BOROUGH
REQUIRED JANUARY 1987
TRERVOE CLINIC SCHOOL
The Ave, London NW9 6LE
Roll: 130
The work of this post will be divided between E.S.L. for .5 of the appointment, and part of the Language Support Team engaged in school based teaching. At present, this will be in this school's Unit, but this could change. Applicants' time would be as part of a Special Needs Team within the school. The applicant would be expected to use Curriculum Support method and participate fully in the life of the school. Scale 2.
Removal expenses and separation allowances available.
Application forms (S.A.E.) obtainable from and returnable to the Head Teacher by 17th October, 1986. (96747) 110020

Scale 2 Posts and above

AVON COUNTY
WICK C.E. VC PRIMARY SCHOOL
Church Road, Wick, Bristol BS15 5QJ
Required from 1st January, 1987, an enthusiastic, imaginative and caring teacher to be responsible for the development of a Mathematics curriculum and its implementation throughout this semi-rural primary school. The post, initially, will be with a mixed age class of middle juniors, but applicants should be adaptable. An interest in PE/Games would be an advantage. The successful candidate will be expected to take a full and active part in school life. Please state other curriculum strengths. Scale 2.
Further details from and letters of application to the Headteacher immediately giving full c.v. and names and addresses of two referees, enclosing s.a.e.
As an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (32846) 110020

AVON COUNTY
ST. MARY REDCLIFFE CE VC PRIMARY SCHOOL
Windmill Close, Bedminster, Bristol BS3 4EP
Required as soon as possible, an enthusiastic and experienced teacher of infants with an interest in special needs. This is a special priority school in the inner city area. Scale 2 post available for suitable candidate.
Further details from and letters of application to the Headteacher immediately giving full c.v. and names and addresses of two referees, enclosing S.A.E.
As an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (32848) 110020

BARNET
LONDON BOROUGH
CHILDS HILL J.M.I. SCHOOL
Daringhams Road, Childs Road, Childs Hill NW2 1BL
Roll: 198
Required January 1987 - or earlier if possible -
Scale 1 Infant Teacher for Reception class initially, in a non-form entry, multicultural school. Applications are invited from teachers able to co-ordinate curriculum development. Please state subject interests.
Removal expenses and separation allowances available.
Application Forms (S.A.E.) obtainable from and returnable to the Head Teacher by 17th October, 1986. (96585) 110020

BARNET
LONDON BOROUGH
QUEENSWELL JUNIOR SCHOOL
Sweete Way, Whetstone N20 0NG
Roll: 322
Required January, 1987:
Experienced teacher, ability to offer SOME GAMES an advantage, Scale 2.
Removal expenses and separation allowances available.
Application forms (S.A.E.) obtainable from and returnable to the Head Teacher by 17th October, 1986. 110020 (96583)

BARNET
LONDON BOROUGH
REQUIRED JANUARY 1987
TRERVOE CLINIC SCHOOL
The Ave, London NW9 6LE
Roll: 130
The work of this post will be divided between E.S.L. for .5 of the appointment, and part of the Language Support Team engaged in school based teaching. At present, this will be in this school's Unit, but this could change. Applicants' time would be as part of a Special Needs Team within the school. The applicant would be expected to use Curriculum Support method and participate fully in the life of the school. Scale 2.
Removal expenses and separation allowances available.
Application forms (S.A.E.) obtainable from and returnable to the Head Teacher by 17th October, 1986. (96747) 110020

BERKSHIRE
WICKHAM COMMON INFANT SCHOOL
Gates Green Road, West Wickham, Kent BR4 9DG
Tel: 01-462 4927
From January 1987 an experienced Primary Teacher to take responsibility for Physical and Health Education across the Primary age range. Scale 2.
Application forms and further details from the Headteacher at the school (s.a.e. please) to whom completed forms should be returned by 14th October, 1986. 110020 (32648)

BERKSHIRE
BROMLEY
WICKHAM COMMON INFANT SCHOOL
Gates Green Road, West Wickham, Kent BR4 9DG
Tel: 01-462 4927
From January 1987 an experienced Primary Teacher to take responsibility for Physical and Health Education across the Primary age range. Scale 2.
Application forms and further details from the Headteacher at the school (s.a.e. please) to whom completed forms should be returned by 14th October, 1986. 110020 (32648)

Education

Head Teachers

Qualified teachers are required for the following schools:-

Group 2
WINTHORPE PRIMARY
Thoroughfare Lane, Winthorpe, Newark, Notts., NG24 2NN.
Roll: 68

The vacancy is created by the appointment of the present Head Teacher to a headship with another Authority. Vacant 1 January 1987.

Group 5
SNAPEWOOD PRIMARY & NURSERY SCHOOL
Aspen Road, Bulwell, Nottingham NG8 7DS.
Roll: 229 (plus 40 place Nursery)

The vacancy is created by the appointment of the previous Head Teacher to a larger Headship within the Authority. This is a re-advertisement and previous applicants will be re-considered. Vacant now, to be filled as soon as possible thereafter.

Application forms and further details for the above posts may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education at County Hall. Closing date 17 October. Please quote ref. S.28.

An Equal Opportunity Employer

Nottinghamshire County Council
County Hall, West Bridgford, Nottingham NG2 7QP.

Headteacher

Required April, 1987.

Applications are invited from suitably qualified teachers for the following Headship.

BICKNACRE, THE PRIORY COUNTY PRIMARY SCHOOL (Group 5)

Bicknacre Road, Bicknacre, Chelmsford.

Relocation allowances payable in appropriate cases.

Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.

Closing date: 24th October, 1986.

(04719)

ESSEX
County Council

WEST GLAMORGAN
County Council

Education Department

PRIMARY HEADSHIP

Applications are invited for the following post to commence in January 1987 or earlier if possible.

YNYSTAWE PRIMARY SCHOOL, Clydach Road, Ynystawe, Swansea.
(Mixed) (146 + Nursery on Roll) (Age Range 4-11)
HEADTEACHER for this Group 4 school
(Post Ref: 1:21:86).

Application forms and further particulars for the above post are available upon receipt of a large stamped addressed envelope from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea SA1 3SN.

The CLOSING DATE for the receipt of completed applications is THURSDAY 16th October 1986.

John Beale
Director of Education

WEST GLAMORGAN
County Council

Education Department

PRIMARY DEPUTY HEADSHIP

Applications are invited for the following post to commence in January 1987 or earlier if possible.

GORS INFANTS' SCHOOL, Gore Avenue, Cockett, Swansea.
(Mixed) (231 on Roll) (Age Range 3-7)
DEPUTY HEADTEACHER for this Group 4 school.
(Post Ref: 2:21:86).

Application forms and further particulars for the above post are available upon receipt of a large stamped addressed envelope, from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN.

The CLOSING DATE for the receipt of completed applications is THURSDAY 16th October 1986.

John Beale
Director of Education

(3364)

SOUTH WEST ESSEX AREA
The Knares, Basildon, SS16 5RX.
Tel: Basildon 44022, ext. 220.

PRIMARY/ INFANT TEACHERS

SCALE 2, (+ £282 F.A.)

Required January for
East Tilbury Infant School, Princess Margaret Road, East Tilbury (tel. Tilbury 79360).
Responsibility for Maths/Science in modern open plan school. Interest in team

PRIMARY EDUCATION
continued

BROMLEY
JAMES DIXON PRIMARY SCHOOL
Anerley Park, Penge SE20 8ND
Tel: 01-778 6101
For January 1987, an experienced and enthusiastic teacher, Scale 2, to take responsibility for MATHS throughout this Group 4 school. Initially to teach a small reception class - Social Priority School.
Application forms and further details available from the Headteacher at the school (large s.a.e. please) to whom completed forms should be returned by 14th October, 1986. (32667) 110020

BROMLEY
MIDFIELD PRIMARY SCHOOL
Grovelands Road, St. Pauls Cray, Orpington, Kent BR5 3SG
For January 1987, an experienced and successful teacher willing to become involved in curriculum development throughout the primary range, and be able to offer experience in some of the following areas: Art, Craft, Design, Display, P.E., Dance and Drama. Scale 2 post.
Application forms and further details available from the Headteacher at the school to whom completed forms should be returned by 14th October, 1986. 110020

BROMLEY
CUDHAM C.E. (CONTROLLED) PRIMARY SCHOOL
Sell Lane, Biggin Hill, Westerham, Kent TN16 3AX
Tel: 0959 74271
For January 1987, an enthusiastic Scale 2 teacher to be responsible for MATHEMATICS or HUMANITIES including R.I. throughout the School.
You will be expected to teach across the whole of the primary age range, with willingness to participate fully in all aspects of school life is essential.
This is a newly created post.
Application forms and further details are available from the Headteacher at the school (large s.a.e. please) to whom completed applications should be returned by 14th October, 1986. 110020
(32663)

BROMLEY
MALCOLM PRIMARY SCHOOL
Malcolm Road, Oakfield Road, Penge SE20 8RL
Tel: 01-778 4742
For January 1987, an experienced, enthusiastic and committed teacher to be responsible for the development of the Primary Science Curriculum. Scale 2. You should preferably have experience of infant practice as Initial Class responsibility will be within the Lower School. An added interest in Computer Education and/or P.E. would be desirable. A willingness to become involved in the life of the whole school is essential.
Application forms and further details available from the Headmaster at the school (large s.a.e. please) to whom completed forms should be returned by 14th October, 1986. 110020
(32661)

BROMLEY
ST. MARY CRAY PRIMARY SCHOOL
High Street, St. Mary Cray, Orpington, Kent BR5 4AH
Tel: Orpington 26081
For January, 1987, an enthusiastic, experienced teacher, Scale 2, to take responsibility for Music throughout this Primary school. You will have a transition (top infant/first year junior) class in the first instance.
Application forms, full job description and further details from the Headteacher at the School (large s.a.e. please) to whom completed forms should be returned by 14th October, 1986. (32647) 110020

BROMLEY
SOUTHBOROUGH PRIMARY SCHOOL
Southborough Lane, Bromley, Kent BR2 8AA
Tel: 01-467 2343
For January 1987, a SCALE 3 teacher to act as Group Co-ordinator, initially for the Lower School. You will be required to take responsibility for Social Studies throughout the School and to be in charge of the Schools' Resources Centre.
Application forms and further details may be available from the Headteacher at the school (large s.a.e. please) to whom completed forms should be returned by 14th October, 1986. (32646) 110020

BROMLEY
ST. MARY CRAY PRIMARY SCHOOL
High Street, St. Mary Cray, Orpington, Kent BR5 4AH
Tel: Orpington 26081
For January, 1987, an enthusiastic experienced teacher, Scale 2, to take responsibility for the development of Science and Environmental Studies throughout the school. You will have a transition (top infant/first year junior) class in the first instance.
Application forms, full job description and further details from the Headteacher at the school (large s.a.e. please) to whom completed forms should be returned by 14th October, 1986. (32645) 110020

BUCKINGHAMSHIRE
WYCOMBE AREA
Equal Opportunity Employer
BUCKINGHAMSHIRE COUNTY COUNCIL
COMBINED SCHOOL
Rampden Road, High Wycombe, Bucks. HP13 6SX
Headteacher: Mrs M.E. Dyer
No. on Roll: 304
Required for January 1987 an experienced class teacher to take responsibility for Science in the Junior Department of this large Primary school. Ability to help with boys games would be an advantage. Scale 3 post available for suitable applicant.
Application forms and further details available from the Headteacher at the school. Closing date 17th October, 1986. (32284) 110020

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity employer
BUCKINGHAM COUNTY MIDDLE SCHOOL
Newton Pasnell, Bucks.
Required from January 1987 a Teacher Scale 2 with the energy and ability to take responsibility for developing a sound musical education throughout the school and encouraging pupils to music making and performance.
Applicants must be willing to fulfil the roll of class teachor in this 8-12 Middle School and demonstrate their understanding of sound primary practice in the classroom.
Scale 2.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms are available from the Acting Headteacher, Mr R.C. Parris, on the receipt of a stamped addressed envelope. (979284) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
OVERSTONE COUNTY COMBINED SCHOOL
Church Street, Stoke Leighton Buzzard, Beds. LU7 0NY
Headteacher: M.A. Parry, B.Ed.
Roll: 528 pupils
Scale: 3
Required for January 1987, a permanent full-time Teacher, experienced in Group work, to be responsible for a First School Class and to assist in the education and development of Language, Colour and Movement throughout the school.
Possibility of a Scale 3 post for suitably experienced applicant.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, the Headteacher at the school. (32903) 110020

CAMBRIDGESHIRE
(Equal Opportunity Employer)

LONGSTANTON, BATTON PARK C.P. SCHOOL
Required from January 1987 experienced teacher, INFANT TEACHER (Scale 2) with interest and enthusiasm to teach MUSIC throughout the school.
Application forms and details from Headteacher, Longstanton, Cambridge CB4 5DL (s.a.e.).

THE ROBERT ARKENSTALL PRIMARY SCHOOL
Caxton Close, Haddenham, Ely, Cambs. CB6 3UQ
Required for January an enthusiastic and adaptable teacher to be a member of the management team, reviewing the curriculum, and to have a responsibility for co-ordinating language work across the primary years. The post is initially for a junior class but an ability to teach throughout the Primary years desirable (Scale 2).
Application forms and further details from Headteacher (s.a.e. please).
Closing date: 13th October, 1986.

CAMBRIDGESHIRE
(Equal Opportunity Employer)
CAMBRIDGE AREA
UNDER FIVES SUPPORT TEACHER, Scale 3
LODE PRIMARY TEAM
We are a team of Primary teachers based at Lode Centre and working mainly in small rural schools in the Cambridge area.
The new team member will be responsible for supporting the work of teachers of children under five. This exciting and challenging post will be available in January.
Applicants must be qualified teachers with a thorough knowledge and experience of working with under fives. It would be an advantage if they also had some experience of community or social work or additional qualifications, e.g. Nursery Nursing.
For more information and application forms please send a large s.a.e. to: Team Leader, Mr. F. Westwood, Lode Primary Team, Lode Centre, Lode, Cambridge CB5 9ET. Tel: Cambridge 811405 for informal enquiries. Closing date October 13th 1986. (32941) 110020

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
ST. JOHN'S CHURCH C.E. PRIMARY SCHOOL
Bisesholme, Orton Goldhay, Peterborough PE2 5QP
Tel: Peterborough 237543
Head Teacher: Mr. A. Chandler
GROUP 5
Required for January, 1987:-
Infant or Junior teacher (Scale 2) to be responsible for an area of the curriculum throughout the school.
Music or Physical Education would be an advantage. Candidates should be sympathetic to the aims of an Aided School in an area of co-operation between the Churches.
Possible housing assistance.
Further details and an application form direct from the Head Teacher at the above address (s.a.e. first class), to be returned immediately. (32940) 110020

CUMBRIA
COUNTY COUNCIL
SCOTBY C OF E (AIDED) PRIMARY SCHOOL
Scotby, Carlisle
(mixed - 11; 217 on roll)
TWO SCALE 3 TEACHERS required for January 1987 to take responsibility for areas of curriculum leadership. Please indicate curricular interests and experience.
Letter of application giving full curriculum vitae and names and addresses of two referees to Rev. P. Bovill, The Vicarage, Scotby, CA4 8BX by 13th October 1986. (97845) 110020

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 65. (32614) 110020

DORSET
ST MARYS CE (CONTROLLED) SCHOOL
Primary School
Thornicombe, Church, Somerset
Teacher (Scale 2) required from January 1987 to teach infants in this 2 teacher school.
Some curriculum interests.
Letters of application, giving full CV and names and addresses of two referees, to the headmaster at the school by October 13 1986. (97870) 110020

DORSET
TALBOT COMBINED SCHOOL
Talbot Drive, Wallisdown, Poole BH12 5ED
(Age range 8-12)
Required January, 1987. Teacher (Scale 2) to take particular responsibility for all supervision of pre-school activities.
Apply by letter to the Headmaster giving c.v. and the names and address of two referees. (97876) 110020

EAST SUSSEX
WHITEHOUSE COUNTY PRIMARY SCHOOL
North Street, Hailsham BN27 1DW
Roll: 250
From January 1, 1987: suitably qualified and experienced Teacher (Scale 2) for the junior department: to be given curriculum interests. Use of computers an advantage. Re-advertisement.
Relocation grants in approved cases.
Application forms (see please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG, to be returned to the Head Teacher as soon as possible. (32864) 110020

EAST SUSSEX
FREDA GARDHAM COUNTY PRIMARY SCHOOL
New Road, Rye TN31 7LS
Roll: 309
From January 1987: experienced teacher for top infants/lower juniors (scale 1) with responsibility for boys games throughout the junior department and some other curriculum interests.
Relocation grants in approved cases.
Application forms (see please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher as soon as possible. (32872) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
EASTFIELD PRIMARY SCHOOL
Eastfield Road, Enfield EN3 6JX
Experienced enthusiastic teachers (3 posts) required for January 1987, to apply Curriculum Development Leaders at this newly amalgamated primary school. Applicants should indicate special interests, although will be able to offer social studies, special needs or multicultural education would be especially welcome. Informal visits and enquiries to the Head Teacher Tel: 01-804 8033/10078.
London Allowance. £726.
Application forms (large S.A.E.) on receipt from and to be returned to the Head Teacher at the School. Closing date 16 October 1986.
An equal opportunity employer. (32811) 110020

GLOUCESTERSHIRE
See display advertisement on Page 56 (96960) 110020

HAMPSHIRE
SHIRLEY FIRST SCHOOL
Solent Manor Road, Southampton SO9 4UG
Required January 1987 Scale 2 Consultant for Art/Craft.
S.A.E. to School for full details.
Application by letter to Head with C.V. and names of two educational referees, by 11th October. (32734) 110020

HAMPSHIRE
FAWLEY COUNTY FIRST SCHOOL
Fawley, Southampton, Hants. SO4 1GG
N.O.R. 190 approx.
SCALE 2
Teacher offering expertise in the area of the curriculum. Ability to teach complete first school age range.
Required January, 1987.
S.A.E. for further details. (32788) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
BRETTENHAM INFANTS SCHOOL
Brettenham Road, London N18 2ET
Roll: 180 + 60 Nursery
Language Development, Scale 2 post.
An opportunity arises for an experienced teacher to join the staff of this socially priority area school. Experience of an individualised reading programme, and basic reading scheme would be desirable.

CARTERHATCH INFANTS SCHOOL
Carterhatch Lane, Enfield EN1 4JY
Roll: 220 + 60 Nursery
Required for January 1987, Scale 2 teacher with good infant experience able to assist with Curriculum Development. An interest in the use of the computer in the Infant School or Art Craft and Display would be an advantage.

RAGLAN INFANTS SCHOOL
Raglan Road, Enfield EN1 2HG
Roll: 450
SCALE 3 MATHEMATICS (temporary)
Required for one year in the first instance. This post offers a valuable opportunity for the successful candidate to gain experience in a large school.
For full details and application forms (large s.a.e.) contact the Headteacher, and to be returned to, The Head Teacher at the School.
Closing date: 15th October, 1986.
London Allowance. £726.
An equal opportunity employer. (328121 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
ST. MONICA'S R.C. PRIMARY SCHOOL
Cannon Road, Southgate N14 7HE
Roll: 476
Required from January 1987, Scale 2 Junior Teacher to be responsible for the organisation of MUSIC throughout the school. Pianist preferred. Practising Roman Catholic essential. Interest in the Kodaly method would be useful.
London Allowance, £725.
Application (large SAE) obtainable from, and to be returned to, the Head Teacher at the school, closing date 17th October 1986.
An Equal Opportunity Employer. (32765) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
PERMANENT SUPPLY TEACHERS (Scale 3)
The Authority is to create a team of 10 permanent Supply teachers at Scale 3 to cover long and short term absences in the Borough's primary schools.
We are seeking to establish a team of experienced teachers who are flexible and adaptable, and who possess a range of curriculum skills and age group experience.
Applications will be welcome from any suitably experienced primary teachers wishing to broaden their experience to enhance their career prospects. For full details and application form, Tel: 01-366 7070 or write to Education Dept. P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XA.
An Equal Opportunity Employer. (38766) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
EASTFIELD PRIMARY SCHOOL
Eastfield Road, Enfield EN3 6JX
Experienced enthusiastic teachers (3 posts) required for January 1987, to apply Curriculum Development Leaders at this newly amalgamated primary school. Applicants should indicate special interests, although will be able to offer social studies, special needs or multicultural education would be especially welcome. Informal visits and enquiries to the Head Teacher Tel: 01-804 8033/10078.
London Allowance. £726.
Application forms (large S.A.E.) on receipt from and to be returned to the Head Teacher at the School. Closing date 16 October 1986.
An equal opportunity employer. (32811) 110020

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Roll: 476
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London Allowance, £725.
Application (large SAE) obtainable from, and to be returned to, the Head Teacher at the school, closing date 17th October 1986.
An Equal Opportunity Employer. (32765) 110020

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An Equal Opportunity Employer. (38766) 110020

ESSEX
STAPLES ROAD JUNIOR SCHOOL
Staples Road, Loughton IG10 1HS
Tel: 01-508 3567
(Roll 299)
JUNIOR TEACHER, Scale 3
Required January to teach Mathematics and Computer Studies. Closing date: 17th October, 1986.
Apply to Headteacher (foolscap s.a.e. please).

KATHERINES COUNTY PRIMARY SCHOOL
Katherines, Harlow CM19 5NJ
Tel: Harlow 31495
(Roll 321)
PRIMARY TEACHER, Scale 2
Required January 1987, experienced teacher committed to developing state particular care in curriculum interest and competence to lead. Closing date: 17th October, 1986.
Apply to Headteacher (foolscap s.a.e. please).

CASTLE HEDINGHAM, BRAVERS COUNTY PRIMARY SCHOOL
Kirkby Hall Road, Castle Hedingham, Halstead
Tel: Hedingham (0787) 60337
(Roll 145)
TEACHER, Scale 2
Required January, 1987, experienced Junior Teacher to take responsibility for a curriculum area (mutually agreed). Enjoy Drama/Movement/Music adventurous. Informal visits welcome.
Applications to the Headteacher by 17th October, 1986 (foolscap s.a.e. please).

MOULSHAM COUNTY JUNIOR SCHOOL
Mildmay Road, Chelmsford CM2 9DG
Tel: Chelmsford 352098
(Roll 431)
TEACHER, Scale 2
Required January, 1987, whose teaching approach is based on children learning through centres of interest and first hand experience. Please give details of curriculum interests.
Early applications to Headteacher, Mrs King, (s.a.e. foolscap please).

ST. FRANCIS R.C. PRIMARY SCHOOL
London Road, Maldon
Tel: Maldon (0621) 56698
(Roll 200)
TEACHER, Scale 2
Required January 1987, experienced teacher for 3rd year Junior Class. Responsibility for Curriculum Development in Science. Governors seek to appoint Catholic teacher committed to Christian in sympathy with Ethos of Catholic School. Closing date: 17th October 1986.
Application forms from the Headteacher (large foolscap s.a.e. please). (32599) 110020

HAMPSHIRE
VIGO INFANT SCHOOL
Vigo Road, Andover SP10 1JZ
N.O.R. 191
Scale 2 Permanent
Required January 1987. Teacher for one term for class of middle/lower infants. To cover secondment.
Closing Date 13th October, 1986. (32732) 110020

HAMPSHIRE
NEWLANDS PRIMARY SCHOOL
Hanworth Lane, Yateley, Camberley, Surrey
Tel: Yateley 872401
Required for January 1987. Scale 2 post.
Teacher with special interest in one or more of the following: Computers, Science or Games.
Closing date 13th October 1986.
Please apply in writing to the Headteacher enclosing s.a.e. for application form/details. (32405) 110020

HAMPSHIRE
WINKLEBURY JUNIOR SCHOOL
Winklebury Way, Winklebury Way, Basingstoke, RG23 8AF
N.O.R. 385
Scale 2 Permanent
Required January 1987. Music consultant. Candidates should show good classroom practice, have enthusiasm and initiative. Interests in Art, Craft and Display and/or Games, would be welcomed.
Application form/further details from Headteacher. Closing Date 14th October 1986. (32758) 110020

HAMPSHIRE
MANOR COUNTY JUNIOR SCHOOL
Fernhill Road, Cove, Hampshire GU14 9DX
Tel: 0252 543 206
Required for January 1987. Scale 2 post.
Teacher required with an interest in one or more of the following: Games and Sports, Computers, C.D.T. or Drama.
Applicants are warmly invite to visit the school.
Closing date 17th October 1986.
Please apply to the Headteacher with s.a.e. for application form/details. (32751) 110020

HAMPSHIRE
VIGO INFANT SCHOOL
Vigo Road, Andover SP10 1JZ
N.O.R. 191
Scale 2 Permanent
Required January, 1987.
Teacher to be responsible for Development of Play and Independent Learning of Language and Literacy throughout the school.
Please state preference.
Closing Date: 13th October, 1986. (32809) 110020

HAMPSHIRE
BORDON COUNTY INFANT SCHOOL
Budds Lane, Bordon
Scale 2 Post
MATHS CONSULTANT AND UPPER INFANT CLASS TEACHER
In this semi-rural school, situated on the edge of the Hindhead/Liphook area, we require full c.v., names and addresses of two referees and full details of the post applied for.
Closing date 13th October.
Teacher. (32735)

HAMPSHIRE
GREENFIELDS COUNTY JUNIOR SCHOOL
Green Lane, Hartley Wintney, Basingstoke, Hampshire RG27 8DG
N.O.R. 188
Required January, 1987
Scale 2 post.
Teacher with special interest in Science/Computer work co-operatively with Open Plan setting.
Closing date: 13th October, 1986.
Please apply in writing to the Headteacher enclosing s.a.e. for application form/details. (32755)

HAMPSHIRE
ST. MICHAEL'S C.E. (CONTROLLED) JUNIOR SCHOOL
Church Lane East, Aldershot, Hampshire GU11 3BS
N.O.R.: 302
Required for January 1987 Scale 2 post. Teacher to be a consultancy role for literacy.
Closing date: 13th October, 1986.
Please apply in writing to the Headteacher enclosing s.a.e. for application form/details. (32736)

HAMPSHIRE
SWITHUN MEDLER R.C. (AIDED) PRIMARY SCHOOL
Winchester Avenue, Chandlers Ford
Vacancy exists at Scale 3 (or an experienced Catholic Teacher of Infant age children commencing January 1987.
Further information available from the School.
Application to the Chairman of Governors, c/o Swithun Medler School, to arrive by 13th October, 1986. (33301)

HARROW
EDUCATION COMMITTEE
WELLDON PARK FIRST SCHOOL
Kingsbury Rd, South Harrow, Middx. HA2 8AU
Tel: 864 9378
SCALE 2 - MUSIC
Required for January 1987 an experienced enthusiastic teacher to organise a varied programme of music throughout this semi-open plan 5 school. Applications are invited from teachers committed to modern Primary practice, to take responsibility for a class and coordinate the teaching of Music throughout the school. Outer London Allowance payable.
Application forms from and to be returned to the Headteacher by 15.10.86.
Please enclose SAE.
Harrow is an Equal Opportunity Employer (33177) 110020

HARROW
EDUCATION COMMITTEE
ST. ANSELM'S R.C. FIRST AND MIDDLE SCHOOL
Roxborough Park, Harrow, Middx. HA1 3BE
Tel: 01-422 1600
Required for January 1987. Applications are invited from an enthusiastic practising Catholic teacher for the post of:
Class teacher for a class of 6 and 7 year old children Scale 2 available for an enthusiastic experienced and qualified teacher able to take over the role of Geography Co-ordinator for the school;
Floating Teacher to be mainly responsible for the Special Needs of children in the Middle School but also with some class teaching.
Temporary Class Teacher for two terms to cover maternity leave for a class of 10 year old pupils. Scale 2 available for enthusiastically qualified and experienced teacher able to take over the role of Language Co-ordinator for the school.
Some musical ability will be an advantage for all applicants for any of these posts who will be required to submit a curriculum vitae, reference and must have a Catholic Teacher's Certificate.
Outer London Allowance payable.
Application forms from and to be returned to the Headteacher by 13th October. Please enclose stamped addressed envelope.
Harrow is an Equal Opportunity Employer (33175) 110020

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Open College – an idea whose time has come

Alan Curtiss

Ripe for picking

"Every berry has its time." The recent launch of the College of the Air illustrates the truth of the proverb. For months there were whispers that if it did not happen now, it never would. Its arrival was greeted if not with universal enthusiasm, then with acceptance.

The lead-up has been prolonged. Old broadcasting hands remind us that what became the Open University might just possibly have been an Open College instead. More recently Jim Prior's Open Tech might also have been an Open College with an Independent Broadcasting Authority deal at its "heart". Meanwhile, other agencies were just getting on with it; broadcasting is not an essential component of open learning, or even of an Open College. Then the Manpower Services Commission established and dissolved a Broadcasting Resource Unit. The time for a new Open College Initative was still not right.

Now, at last, the idea is reality. With such a lengthy history, fathers and mothers of the Open College abound. In this round at least, the determination of Geoffrey Holland, the MSC's Director, and Naomi Sargant, Senior Commissioning Editor for education at Channel 4, has been crucial in ending the protracted gestation.

We are told that an agreement with the IBA is "at the heart" of the development. However, it would be well for the College to remember that, constitutional niceties aside, it is the companies, not the IBA, who make the programmes. Indeed, the IBA has not always found it easy to persuade the companies that its education priorities are the right ones.

Relationships, too, between the IBA and the BBC have been better than they are at the moment. A College that seeks to have a presence across all four channels must not only work hard for a corporate identity, but must also learn rapidly to read the smoke signals.

Such difficulties apart, broadcasting has a crucial role to play in raising the Open College's profile and thus helping it meet its target of one million students in the first five years. Lord Young's comment that the Open College would take vocational education out of the night school into the television and video age may be premature, but few would doubt broadcasting's power to reach the unreachable, to motivate and play a part (with other media and conventional teaching modes) in a powerful educational package. How much of that power can be delivered straight "off the shelf", as may prove necessary in the brief 12-month timescale up to the launch, given budgetary restraints, is open to question.

The broadcasters do have some vocational material ready and waiting. Granada's excellent series *Jobwatch* is a good example. Sometimes the programmes; such as YTV's *Marketing Mix* for Channel 4, are linked to external qualifications. Similarly, the BBC might offer programmes on information technology, management studies, in-service education and so on. Programmes on life and social skills abound. However, many broadcasters fight shy of "training" and "vocational education" programmes. They sound so dull!

Programme makers have the same anti-technological, anti-commercial prejudices as other people and some on-the-shelf material may not be as relevant to training needs as it appears to be. Thus, programmes about or for the unemployed usually focus on socio-economic aspects, how to cope and obtain benefits, rather than on obtaining new skills.

Sponsorship permitting, the real hope of the College must lie with new tailor-made programming. Local radio and ITV's regional programming could be used as a "notice board" publicizing Open College activities along similar lines to existing public service announcements. New, continuing education programmes on all channels, and others perhaps in daytime slots, are possible future developments. In the short term, however, Channel 4 is likely to be the Open College's programme "heart".

Other partners are just as important as broadcasters. Sheila Innes, Controller of BBC Education, reminds us that the effectiveness of radio and television in distance learning can be "overstated" if isolated from the supporting activities of other partners. Producers of learning materials, the Open Tech, colleges of further education and others will have a key role to play.

In the haste to establish the College it would be tragic if student support services, or other non-glamorous parts linked to existing qualifications; others might be of a more general but still vocational nature. "How small businessmen can improve their cashflow . . . maintenance of plant and equipment". Such an emphasis is a far cry from any liberal education ideal, but then of course there are those who would argue that the liberal education-

JEAN SARGEANT

al ideal has got us into the national economic cart we are in.

It is to be hoped that the broadcasters, and others, rise to the occasion. By international comparison we are under-educated and under-trained. There are no sure-fire solutions but the Open College might be an idea whose time has come . . . just in the nick of the whole did not get the attention they deserve. Existing broadcasting staff may be able to help, but if, say, the ITV companies' 25 community education officers are to be used, and many would wish to be involved, they will surely need to be better resourced than at present.

So how might it all work in practice? There are more questions than answers. With Michael Green of Carlton Communications only newly appointed as chairman, and staff still to be appointed, a finely-honed treatise is not likely at this stage. Kevin White, the MSC's assistant secretary, whose task has been to ensure the safe delivery of the baby College, believes that the answers to many questions must be derived from discussions with interested parties over the forthcoming weeks.

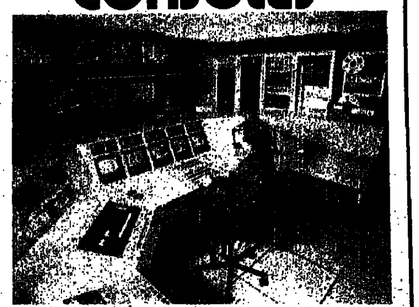
A two-tier company structure, perhaps with a large number of nominal guarantors representing as wide a constituency as possible, together with a small operational board capable of executive decision, might offer a useful model for consultation and subsequent action. Advisory structures would also have a crucial role to play. Pending further development, the chairman's statement that "it really will be a cooperative and collaborative venture", is encouraging.

Most people want to know what the College will offer, and for whom. "Open", according to the chairman, is significant – hence the change of title from the College of the Air. It means "everyone – young people just starting their career, older people who need to re-train, those who are out of work, women returning to work after bringing up their families, and those in work who want to progress and update their skills".

This grouping together of the employed and the unemployed is also significant. Many people move from one category to another, in work, out of it and back again; the labour market is not static and skills are needed across the board. The College is for employed and unemployed alike.

Equally interesting is the question of content. Lord Young talks of "open learning courses in all areas of vocational competence". Some might be

DESKS AND CONSOLES



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New in-service training provisions for England and Wales – but where do they leave media teachers?

Out in the cold

DAVID BUCKINGHAM

This year's National Media Education Conference, organized by the Society for Education in Film and Television, and held in Birmingham in June, debated two issues which are central to the future development of media education in Britain – first, the provision of in-service training, and second, the potential content of a proposed "Media Education 3–18" curriculum document. If the latter might offer a means of gaining the status and recognition which many teachers have sought over the past twenty years, there is a distinct danger that the new INSET arrangements might severely undermine this.

Like many other aspects of current government policy, the new INSET arrangements might aptly be described as "populist". From April 1987, funding for INSET will be administered through local education authorities, rather than in the fairly haphazard combination of national and local funding which obtains at present. Authorities will be required to submit a plan for INSET provision which meets a range of local and national priorities; and while the latter, which were announced in August, are predictably oriented to "the world of work", the former must be seen to take account of the diverse needs of teachers, schools and L.e.a.s themselves.

While the official rationale for these developments – the attempt to improve the efficiency of provision by taking more account of the grassroots needs of teachers – should certainly command widespread support, their ultimate effect may well be to increase central government control, and to discourage innovation. This is particularly the case with areas like media education, which – hardly surprisingly – do not feature in the new expanded list of national INSET priorities.

If media education is to get a slice of the cake, it will need to be identified by teachers themselves as a local priority. Yet in most local authorities, this too appears unlikely. The most recent announcements indicate that local priority areas will only attract a 50 per cent government grant – much less than was originally hoped. Furthermore, most teachers will inevitably tend to define their needs in terms of what they are already doing. Thus media education will only be registered as a priority in areas where it is already well developed. As a result, the uneven pattern of current provision is likely to be accentuated. Teachers who are interested in the area, yet work in local authorities where there is little media education at present, will be left out in the cold.

The needs of teachers in media education are in several respects different from those in other curriculum areas. Very few are likely to have studied the media as part of their first degree. As such, their needs are as much concerned with subject content as with pedagogy. They are quite different compared, for example, with those of a history teacher who is required to teach a period of history with which she is unfamiliar; in this case, we can assume that the teacher already understands the key concepts and approaches which will enable her to make sense of that period. In the case of media education, even this cannot be taken for granted.

If this body of knowledge is to be made available to teachers, and if teachers themselves are to help to develop it, this can only be achieved by thorough and informed in-service training. Although there are increasing numbers of short courses on media education, these are inevitably bound to concentrate on meeting immediate, short-term needs. Introducing teaching materials, for example, is a common strategy on such courses, which is useful both for covering subject content and also providing instant ideas for the classroom. Yet the limitations of this approach are clear: it does not necessarily equip teachers to go beyond the materials, and to generate their own approaches autonomously. While regional teachers' groups can clearly provide much-needed support in this respect, they are no substitute for longer in-service courses.

What is needed, therefore, is a range of in-service options, with links between shorter, introductory courses and longer, in-depth courses. The major problem at present is the lack of continuity between the two. On the one hand, there are a number of regular and successful short courses, both on a national level (such as the British Film Institute Easter School), and on a local level (such as those run by the ILEA English Centre, and the DES regional courses – although the latter will cease under the new arrangements). There are also two certificated Masters degree courses, at London University Institute of Education, and now at Manchester University. While the new INSET arrangements are likely to rule out one-year full-time secondments, on which these courses have partly depended in the past, they may well survive on a self-funding basis – not least because they are certificated courses, and certification will probably continue to count for more than short courses in terms of promotion.

Perhaps the most encouraging new initiative in recent years has been the development of certificate and diploma courses in media education, which have sought to fill the gap between these two types of provision – such as those at the Leicester Centre of Educational Technology, at North Cheshire College and at the Polytechnic of Wales. Yet it is these courses which may be most at risk under the new arrangements, if the L.e.a.s concerned fail to identify media education as a priority, and thus do not have funds to support day release or part-time study in the area.

If these courses are no longer able to survive, there will be an increasing divide between the few who have been lucky (or rich) enough to receive in-depth training, and the many who will count themselves fortunate to catch the crumbs from their table. It is vital that media teachers seize the opportunity now to make their needs known to their local authorities, and exert pressure for adequate and appropriate INSET provision.

David Buckingham teaches in the Department of English and Media Studies at London University of Education.

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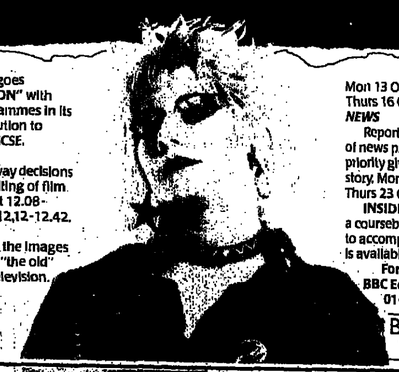

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Two-way street

ALAN HORROX

With educational video suppliers proliferating, broadcasters are being forced to adapt

There has always been a gulf between Schools Television and the rest of the output. For most people "television" means a passive experience, watching at home, individually or with one or two others, without much discussion of any single item, using TV predominantly as entertainment, a continuous flow of output with no real separation between programmes. In contrast, Schools Television assumes (ideally) an active experience, where viewers watch as a group, discussing what they see and hear, using a single (usually recorded) programme as part of a body of work. In short, Schools Television expects the programme not only to offer serious substance but more importantly to be subordinate to the educational process.

At the same time, links between Schools Television and other areas of TV output have grown in recent years. The arrival of the video recorder has allowed teachers, legally or not, to use in the classroom material taken from evening viewing, instead of the pre-selected diet of low-budget Schools output. Inevitably, across the range of evening output teachers have selected gems which schools TV can hardly match. Take, for example, the David Leland plays *Made in Britain*, which are widely used in English teaching.

Schools TV has responded to this trend by supplying both drama and documentaries from evening output for use in education. Within ITV Schools output, Thames Television's *English Programme* has shown the Royal Shakespeare Company's *Macbeth*, first aired in the evening. And we have screened a number of evening documentary series such as *Our People* (about race and immigration), and Jonathan Dimbleby's trilogy about Latin America.

But the process of exchange between evening and school output is by no means a one-way street, where evening material is simply re-cycled to schools. Some years ago the schools series *Viewpoint* generated an evening documentary on sex roles, titled *Superman and the Bride*. And Ian Bowen's excellent school drama, *Ike Caesar*, also achieved an evening screening. More recently, Central TV's controversial series *Starting Out* attracted a Channel 4 transmission in tandem with its ITV Schools showing, and at Thames we have increasingly tried to develop these links on a planned basis. A five-part unit on "Women" for our secondary series on *World Studies* will later be screened in a different form for an adult audience.

Schools TV, like education generally, is not overwhelmed with resources and it seems sane to develop dual use of material wherever appropriate. But the real danger with this kind of policy is that it may create an expectation that output designed solely for schools is no longer necessary. Nothing could be further from the truth. Nevertheless, when schools themselves are renting or recording high quality, big-budget, evening output, how can Schools TV compete?

Interestingly, recent changes at Thames TV have given more support in this situation. For example, when *English Programme* producer Peter Griffiths approached Claire Bloom to ask her to play Emily Dickinson in *The Belle of Amherst* (a moving one-hour solo drama about her life and poetry), he was able to offer both an evening and a schools transmission, because Thames TVs Director of Programmes had given his backing. This produced a memorable performance that outshines most mainstream television, let alone Schools TV.

Links between "education" and "mainstream" have other advantages too. Within television, education has always been a backwater, whatever the brave words from educational broadcasters. These new links challenge educational programme makers to rival or excede standards elsewhere in television. They put producers and directors on their mettle, by exposing their work to a wider public and a range of critical judgement. With important exceptions, educational broadcasting has in the past often been unable to withstand this comparison. Now, when suppliers of educational video are beginning to proliferate outside broadcast television, we have to adapt to the new environment.

Alan Horrox is Controller of Children's and Education Television at Thames.

Personal stereo for private study – new prospects for school radio

Bite-sized chunks

NICK BAKER

The personal stereo, better known as the Walkman, has been roundly dismissed as "chewing gum for the ears". It isolates the listener, say its detractors, immersing him or her in ear-penetrating pop, audible to the outsider as an irritating tinny noise that sounds like a wasp trapped in a paper bag.

However, teacher critics of the personal stereo may find themselves revaluing it in the light of a new plan by BBC Education. Until now, radio programmes with the prefix *Help Yourself* have been scattered around the secondary output. Now, with the trend moving more and more towards individual learning at 16-plus, the BBC is planning to package these programmes, geared to the individual or small group learner, and to give them a separate identity. And the personal stereo, hitherto regarded as a fashion accessory, is going to be an important factor in the plans. The reasoning is that it can immerse listeners in learning as easily as it can immerse them in music.

Peter Ward, editor of the newly-organized series, is well aware of the pitfalls involved. He's at pains to point out that there's no suggestion that user schools and colleges tell their students that a personal stereo is going to be an indispensable item for daily use. Apart from anything else, they're easily lost or stolen. At the same time it's clear that the personal stereo's popularity among young people is something that the BBC sees as worth exploiting.

"There is an imperative for schools to re-equip," says Peter Ward, who believes that at the moment, the place you're most likely to find the appropriate sort of cassette recorder is the modern language department. On the whole, the sort of hardware that many schools have is large and ungainly. What's needed are more portable machines which can offer access by one (or preferably two) sets of headphones. Ward is understandably cagey about suggesting that schools buy Walkman-type players. However, it's worth pointing out that the price of these machines is dropping. You can buy a perfectly serviceable model for about £20.

As far as the new-style programmes are concerned, the emphasis is very much on interactivity, and here, it seems, radio, or rather audio, is stealing a march on video. Teachers generally don't need reminding that in many pupils' minds, television watching is at best a passive activity and at worst an opportunity to switch off altogether. The *Help Yourself* programmes are designed to integrate problem-solving exercises in the case of science learning, and discussion in areas like oral English. In fact, the parallels with interactive video – still in its infancy as a learning method and likely to be prohibitively expensive for the foreseeable future – are striking.

The first thing the student needs to learn is how to use the tapes in conjunction with the accompanying work book. In some of the early programmes, there were four initials to learn. "P" meant preparation, "T" meant play the tape, "R" meant revise, either from the tape or the booklet, and "E" meant try an exercise or activity. Tests showed that this was too complex, and future programmes will simply have the "T" and "E" symbols.

Research has shown that it's important for the programmes' users to get straight down to listening, with a minimum of preparatory reading from the work book. Thus in a forthcoming Biology package about hormones, the listener first hears a diabetic talking about her medical condition, then is instructed to stop the tape and read a section about hormones' basic function. Both the reading and the solving of the problem – about how hormones function in cells – is part of the "exercise" section. When the student starts the tape again, he or she gets an immediate correct solution.

All the programmes are divided up into units, and students are expected to work as little – or as much – as they need. Or, if the teacher prefers, a section can be used for classwork. In either event, the bite-sized chunk is the order of the day.

As far as the more academic programmes are concerned, it's assumed that the students already have a basic knowledge of the subject area, and need either a "freshener" or some extra information in a specific area. Where they actually do the exercises is entirely up to them – it may be in the back of the classroom, in the library, or as homework. And while it's assumed that the teacher will familiarize them with the contents of the tapes and the workbooks, there is no obligation for the students to return with an exercise for "marking". In fact, the skill for the teacher will be in matching the right students with the right learning material.

Peter Ward stresses that the series isn't an attempt to enter the "revision notes" market, and prefers to see it as "learning enhancement" rather than cramming via headphones. Indeed, many of the programmes in the series aren't necessarily tied to one subject area. This term, there's a study skills programme; next term one on the legal ins and outs of leaving home.

Initially, teachers will be able to record the programmes from night-time broadcasting, but as the series grows, they'll all eventually be available from BBC Education's Radio Shop Catalogue. There are also plans to carry details of the programmes electronically – on The Times Network for Schools and Overture, the Department of Trade and Industry-backed database planned to link science, industry and education (formerly known as Neris).

One interesting development is the possibility that *Help Yourself* will also be available, via BBC Enterprises, on the commercial market – so that students can buy their learning tapes in the same chain stores as they buy their pop music and their personal stereos.

Cultural theory

ROBIN BUSS

Media, Culture and Society: a Critical Reader. Edited by R Collins, J Curran, N Garnham, P Scannell, P Schlesinger, C Sparks

Sage Publications £25.00 8039 9748 5. £6.95 9749 3.

This selection of articles from the journal *Media, Culture and Society* is in three parts. The first two are devoted to cultural theory and studies of intellectuals as a class, with particular reference to the work of Pierre Bourdieu which emphasizes the economic basis of aesthetic values. This denial of the uniqueness of culture underlies the central thesis of the journal and its contributors: art and culture are not produced or consumed independently of social and economic structures, despite a pretence of autonomy, as Bourdieu demonstrates in his studies of aesthetic preferences and the publishing industry in France.

The third section, taking specific examples from broadcasting in Britain, is the most approachable. David Cardiff, in a well-researched history of serious and popular styles in pre-war radio talks, shows that there is nothing inevitable in the development of forms that audiences generally take for granted. James Curran examines the relationship between advertising and the media, and a case study of representations of "terrorism" (by Philip Elliott, Graham Murdock and Philip Schlesinger) discovers where and how both official and opposing viewpoints can be heard within the structures of British television.

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BBC EDUCATION & TRAINING

EXTRA

Media teaching materials from the publishers. . .

Every picture tells a story

ANNE HENNESSEY

Picture Stories
Starting points for media education in primary schools
By Yvonne Davies, edited and with an introduction by Cary Bazalgette
Contents: 25 slides, 10 broadsheets of print photographs and teachers' book
Price £10.50
BFI Education, 81 Dean Street, London W1V 6AA.

At a time of growing interest in media education among primary teachers, *Picture Stories* offers a flexible and exciting way of making a start in the classroom. In acknowledging that media education should be concerned with all media (or all the organized systems through which means are made available to numbers of people), the pack concentrates on one medium, that of photography.

For many primary teachers *Picture Stories* will represent a shift in direction from the usual ways in which photographs are "dealt with" in school (as illustrations or stimuli for talking and writing). Well-produced slides and print photographs are used to set up different kinds of investigative work which establish a method for talking about photographs as photographs.

Class and group activities make it possible for children to compare different kinds of photographs, to pay attention to usual conventions, to consider the ways in which photographs can be selected and arranged to form narratives, to raise questions about representation and the concept of stereotyping. Activities are fun to do and appropriate to the primary age range. In one exercise, for instance, the dividing of a photograph into sections enables children to see that expressions, gestures, and body positions can be interpreted in a number of ways, but that when the sections are joined together, the interpretation is clearer and more limited.

Emphasis on group discussion works to develop the recognition that meanings depend on both context and the assumptions people bring to them. The overall aim of the pack is to develop a sense of different ways in which meanings get produced and circulated.

Picture Stories is impressively comprehensive and the first pack of its kind to address primary teachers new to media education. It contains an introduction to teaching about the media, both general guidelines and specific instructions on how to use the pack, notes on approaches to representation within the context of anti-racist and anti-sexist teaching strategies, suggestions for preparatory work, follow-up work, and further reading. Especially useful are the three inter-related concepts outlined in the introduction – "every medium is a language"; "all texts (photographs) are constructed"; "we bring meanings to texts". These provide a fruitful basis from which teachers can work and will have particular relevance for those familiar with debates around print literacy.

The great strength of *Picture Stories* is that it provides theoretical concepts, ways of thinking about the media, and methods of working which will give teachers the confidence not only to delve into the pack and branch out sideways, but also to extend their work to teaching about media other than photography. Though ideally suited to work with juniors, it could be used productively with infants.

Unresolvable debates

LUCY MOY-THOMAS

Teaching Television
Drama-Documentary
By Andrew Goodwin
Price £6.40 incl
BFI Education, 81 Dean Street, London W1V 6AA.

Several excursions across the drama-documentary divide have turned into media "events": Peter Watkins' *The War Game* was made for BBC in 1965, but they said it might "confuse" the audience and did not show it until 1985; Anthony Thomas's *Death of a Princess* (ATV, 1980) caused King Khalid of Saudi Arabia to expel the British ambassador. Complaints about the mixing of fact and fiction are usually reserved for programmes with a disturbing political flavour. Hence the "documentary look" of Ken Loach's plays was only part of the problem; his *Cathy Come Home* (BBC, 1965) refused to blame homelessness on its victims and *Days of Hope* (BBC, 1975) was described in the press as "an unashamed party political for the Communist Party".

In his guide for teachers Goodwin insists that drama-documentary is a *debate* and not a programme category or genre. Most contributors to this debate have assumed that the distinctions between facts and lies and between real events and discourse about those events actually correspond to the dividing line between television "documentary" and television "drama". But where is the line? Even the news is scripted, and documentaries are just as "constructed" as plays. "Where on earth does the pure 'drama' category begin?" Goodwin asks. "If all drama based on fact, actual events, or historical research is to become 'drama-documentary' only the most fantastic speculation remains to be placed on the fiction shelf."

Five sequential exercises are provided for students to explore the controversy for themselves. Though Goodwin is optimistic about the range of courses these will cover "in schools, colleges, adult education and undergraduate teaching", they are well thought-out. Teachers of normally curious students will have to guess what programmes the 15 slides are taken from, as no notes are provided, though generally the documentation and references are excellent. One exercise extends the discussion of documentary to the New Journalism, using a *Sunday Times* report from the Vietnam war by Nicholas Tomalin, and others give directions for production team-work and a role-play on censorship.

The weak point in this well-researched guide is the discussion of the debates over "realism" and "naturalism", debates which produced important attempts to analyse forms of narration and identify their potential effects. For Goodwin these debates are "unresolved . . . and perhaps *unresolvable*", and though they are "of great importance for any understanding of television", he makes a ritual swipe at the "conceptual paraphernalia" of *Screen* and refers the reader to a reading list. This is odd since, as he acknowledges, some of the programmes were made as contributions to that debate. For example, John McGrath uses an anti-naturalist strategy in his *The Cheviot, the Stag, and the Black, Black Oil* (BBC, 1974) because he believes naturalism to be a form of drama incapable of carrying progressive politics.

Hidden agendas

ROBIN BUSS

Media at Work
Team Video Productions, 2 Ridgemount, Ridge Road, London NW2.

Team Video make or distribute a range of educational and documentary videos for Media Studies, which fill a clear need for the type of material that can be studied in the classroom. Backed by a series of books published by Comedia, they include Jane Root's *Open the Box*, recently shown on Channel 4 (six programmes, £25 each, £100 the set), *Ireland: the Silent Voices* (three parts, £25 each, £60 the set), the *Open Door* programme *It Ain't Half Racist Mum* (£35) and *A Plague on You* (£35), which analyses the media treatment of AIDS. Though the producers were not always allowed access to the material they wanted to quote (an issue discussed on the *Open Door* video), the series helps to overcome the problem of presenting clips from news, documentary and current affairs programmes and encouraging students to analyse them.

The emphasis is mainly on representations of documentary reality. *It Ain't Half Racist Mum* examines stereotypes in other kinds of programme, especially the caricatures in the situation comedy series *Mind Your Language*, defended by its producer on the grounds that making people laugh at stereotypes was beneficial for relations between different groups. *Open the Box* also looks at soap opera, sport and game shows. However, if there is one message common to all these programmes, it is that television is not a neutral "window on the world", but a medium through which reality is constructed to present a particular view. Getting students to appreciate this and training them to analyse how it is done, must be one of the aims of any Media Studies syllabus.

"*You* have a hidden agenda," Vincent Hanna tells his interviewers at the end of *Making News* (£35), and the thrust of many Media Studies books, videos, because of the critical stance rightly adopted towards what is presented as a transparent representation of reality, is to give an impression of unremitting hostility towards the institutions of television and the individuals who work in them. In the UK, run this is boring, counter-productive and damaging to relationships between those involved in Media Studies and those who work in the media. No one would deny that it is important to reveal bias and to ensure that students develop the critical tools to analyse television and other media, but there is a danger that Media Studies will become identified solely with attacking the media and, through them, the society in which they function.

This is not true of all the Team Video tapes. *Open the Box*, for example, treats television with sympathy and humour, as well as touching on issues like the popularity of game shows and soap opera. While there has been a great deal of work on news and current affairs, other areas are relatively neglected. What of television presentation of science? Roger Silverstone's book, *Framing Science: The Making of a BBC Documentary* (BFI Publishing, £7.95), while itself not suitable as a school text for Media Studies, is a fascinating record by a television producer of the stages in making a *Horizon* documentary, and by no means uncritical of the wider implications of the result. Silverstone analyses the processes involved in the creation of a documentary and the constraints on those who make it, as well as the meanings generated by the demands of television in an allegedly "objective" field.

There is still a lack of materials not only for students of Media Studies, but for other groups, including science students and technicians doing Communications or General Studies courses. Silverstone's book suggests some ways in which the gap might be filled.

• A range of new publications are available from SEFT (29 Old Compton St, London W1). *The Film Industry* by Tricia Jenkins and David Stewart (South Hill Park Arts Centre, £2 each or £9 for 20) combines information about the industry with a simulation game for secondary and FE students. Two further publications are Tim Blanchard's booklet on *Media Studies and the GCSE* (£2) and *Papers from the Bradford Media Education Conference* (£4). And the latest issue of *Screen*, Journal of Film and Television, contains an article on Channel 4's *Diverse Reports* and a review of Jeremy Tunstall's *Communications Deregulation*.

A couple of interesting books have appeared recently. *Understanding*, by Kathy Myers (Comedia, £3.95) looks at "the sense and seduction of advertising". Kathy Myers is a Media Studies teacher and a journalist, who has managed to combine a depth of research with a liveliness of style which is unusual. *Television and Sex Role Stereotyping* by Barrie Gunter (John Libbey/IBA, £7.50) is less exciting but could be useful: it doesn't reach any new conclusions but reviews research into television and sex role stereotyping.

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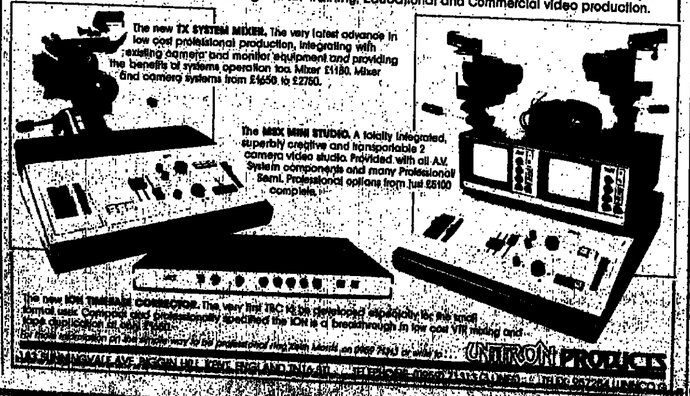

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LIZ HERON

Thames Television pioneered Media Studies on Schools Television with its first *Viewpoint* series and has made the mass media central to its English output ever since. A lot has happened in the field of media education in the decade since the Independent Broadcasting Authority banned the repeat screening of *Viewpoint* and generated a sizeable controversy.

The gradual fuelling of interest through conferences and publications over the years was given a major boost in 1983 with the HMI report on *Popular Television and Schoolchildren*, which concluded that there was a need for more work to be done in schools. More conferences brought broadcasters together with the Department of Education and Science and local education authority advisers. Meanwhile, television's general output has turned more and more critical attention on itself, with regular programmes like *Right to Reply* and series such as *Open the Box* and *The Black and White Media Show*. The public image of audiences is less and less that of passive consumers occasionally buffeted by storms of moral protest and demands for censorship. Serious media debates have moved from the academic margins to a more central public arena.

This Autumn sees the launch of the BBC's first Media Studies package for schools: *Inside Television*, a five-programme series for the 14–18 age group, and *ZigZag*, a weekly slot throughout the term, with a strong emphasis on how the communications media work. In conjunction with these, BBC Enterprises is distributing *Get It Taped*, a video on using video across the school curriculum, that has been produced by an Open University team.

Inside Television was the outcome of an increasing demand from teachers and a continuing discussion over recent years about how the BBC should respond. "We have had a lot of requests from teachers for help with Media Studies, and we have done one-off programmes as part of the *English File*. But this is the first ever series," says Jeff Wilson, executive producer of *Inside Television* and *ZigZag*.

In the planning stages of *Inside Television* the producers drew on the experience of a group of specialist advisers. The British Film Institute's Education Department has been the hub of media education development since the early 70s, and although there have been many informal contacts in the past, this is the first time media teachers and the BFI itself have been formally involved as a BBC advisory group and commissioned to write teachers' notes and follow-up material.

Cary Bazalgette of the BFI Education Department (who was also a programme consultant on Channel 4's *Open the Box*) confirms that it has been a very positive cooperation: "I'm happy in terms of our relationship with the BBC; and that they've seriously consulted media teachers. It's been an engaged debate with Bruce Jamson and Cas Lester (producer and assistant producer) from the start, and they tried to accommodate all our requirements about the work we were doing." The teachers' notes certainly set out detailed arguments (in clear language) and are full of lively suggestions.

According to Jeff Wilson and Cas Lester, the advisory group not only worked on written materials to accompany the programmes, they also strongly influenced their direction and what they were going to say.

Rather than approaching television as a monolithic cultural institution that transmits particular messages, the focus of *Inside Television* is on genre conventions and styles, on *how* meanings are produced. Considerable care has been taken both in the structuring and presentation of the programmes to make them open-ended, leaving room for teachers and pupils to work through the ideas raised and construct their own arguments.

The first, "Soap Opera", circles round the meanings of soaps, using *Brookside* and *EastEnders* as exploratory case studies. Through interviews with both sets of producers and with younger cast members, through a *Brookside* script conference and visits to the sets of the soaps (Albert Square as a "real" location and Brookside Close as part of a "real" housing estate, with filming inside four-walled rooms rather than a three-walled studio), there emerges a fascinating variety of information about the supposed "reality" of the programmes.

It is evident that both groups of programme makers see their series as inhabiting a new world of soap opera realism. They also perceive the entertainment role as necessarily bound up with an obligation to present topical social and moral issues in a responsible way. At *Brookside* this view is more explicit than the one held by the *EastEnders* producers, who insist that in reflecting inner-city life, the storylines evolve naturally towards particular areas of experience, without issues being introduced artificially. Putting a critical gloss on all of these challengeable claims to reflected reality through naturalistic television fiction is the voice of academic Dorothy Hobson, who has written a study of soaps.

It is appropriate that Programme 2 deals with "Realism" and is followed by "Documentaries". The final programme is "News", and before it comes "Representation", which itself relates to all the others by implication. It tackles the idea of stereotypes, though without touching directly on either gender or race, the most ideologically fraught areas inside the classroom. Instead, the starting point is youth and old age. A pair of sharply-edited collages using archive footage bear out with ample irony the observation made at one stage in the programme that it isn't the single stereotyped image that matters, but the accumulation of them. Groups of young and old get a chance to air their views on the narrowness of these public images.

All of the programmes have what's described as an "interactive element". A pause symbol gives cues for discussion, and a tail-piece echoes some of the central points made during the programme. In format and tone the series seems admirably designed to open up questions that connect with the different levels of classroom audience perceptions.

ZigZag, the series for eight to 12-year-olds, aims to describe and explain the processes of media production in its four programme media unit. It consists of programmes on "Writing and Printing" (a history from hieroglyphics to modern printing techniques); "Books and Newspapers", on the publication process from typescript to full-colour printing and binding; "Reporting", which dramatizes the partial nature of reported information; and "Sounds and Pictures".

This last programme gives children an insider's view of the television studio. Cameras and production crew are introduced to the audience, set designer and lighting person are interviewed and reveal some tricks of the trade. In "Books and Newspapers" we see the impressive example of one primary school where a newspaper reporting the Civil War is produced with impressive professionalism on a computer, and another where children are building a photo-text nature diary that documents the changing seasons in a nearby field.

Children's own activities featured in these programmes are proof enough that younger children often have a keen grasp of media processes as well as being adept users of its newer technologies. It is still early days in primary media education, but a 20-person BFI/DES working party set up in February of this year is making rapid progress. It has produced a first set of working papers on Media Studies in the classroom (ranging from photography, comics and animation to *EastEnders* and a simulation news broadcast). The BFI has also published *Picture Stories*, an introductory pack for primary children, which teachers using *ZigZag* are encouraged to order (see opposite page).

To coincide with the launch of *Inside Television* and *ZigZag*, BBC Enterprises are making available the Open University video, *Get It Taped*. The video is a response to the conclusions of the Video Camera Inquiry Report, carried out by the Educational Broadcasting Services Research Unit in April. The sample of schools surveyed indicated that 52 per cent of secondary schools now own video cameras and a further 13 per cent have one on regular loan. It also indicated that the buying trend is still on the increase.

Get It Taped certainly testifies to the increasing sophistication with which teachers and pupils are making use of videos, and across a remarkable curricular range. It is a valuable resource for schools, lively, entertaining and packed with ideas. Much of the work already being done with video has the double virtue of enhancing subject teaching and pupils' understanding, while enabling them to develop production skills that are technically sound: scripting, story-board preparation, sound recording, interviewing and model making.

We see maths problems demonstrated, science experiments recorded and mock job interviews filmed. In one case a pupil is helped to prepare for a drama school audition through her videoed performance. But the most adventurous project is a Wembley school's day-trip across the Channel.

Over on ITV, teachers will have to wait until the Spring term for Thames's new television studies unit. *Understanding Television II*. This term *The English Programme* features "The Making of Spitting Image" (October 22 and 29), which looks at the work of two of the satirical series' main writers and script editors, and reconstructs the drafting and re-drafting of scripts.

Thames's controller of educational programmes, Alan Horrox, points out how much *The English Programme* has emphasized media analysis within its social studies, drama and language studies output over the years. A look at Thames's substantial catalogue of Resources for Media Education confirms this point and is a reminder that teachers can no longer teach about gender or race, the Third World or British society in a media-saturated world without reference to their representations in print or on the large or small screen. Now that Media Studies has a higher profile in schools, its effects look likely to spread throughout the curriculum.

Inside Television runs until October 27, and *ZigZag* media unit until October 13
Dorothy Hobson, *Crossroads: Drama of a Soap Opera* (Methuen)
Details of BFI/DES working papers are available from Cary Bazalgette at BFI Education, 81 Dean Street, London W1V
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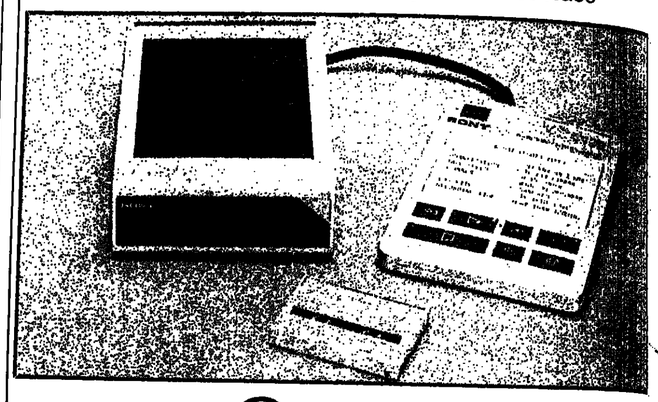
Easier for editing and off-air recording, DAT – or digital audio tape – is the audio equivalent of video



Cut out the splice joins

BARRY FOX

This week in Tokyo two shows open at the Harumi exhibition centre – the Audio Fair and the Japan Electronics Show. When both events coincide in Tokyo, the Japanese electronics industry pulls out all the stops. Rock groups and singers perform in hot, sweaty studios built on the exhibition site so that the visiting crowds can try recording with the latest tape decks. And this year the exhibitors have laid plans to launch a completely new tape format – DAT, or digital audio tape.

Once the compact disc digital record was launched, four years ago in Japan, it was a foregone conclusion that the electronics industry would upgrade tape recording to match CD in quality and features. The conventional audio cassette is now as ripe for improvement as the old vinyl LP was then.

Unbroken playing time from a cassette is limited, usually to 45 minutes. The cassette must then be taken out of the recorder, flipped over and run in the opposite direction. Audio quality can be surprisingly good, but only from the best recorders, in the best condition, and used with a brand of the best tape which has magnetic characteristics that match the factory settings of the recorder.

It is, when you stop to think about it, absurd that it is far easier to tape a television programme off-air than it is to tape a radio broadcast. All video recorders are designed with off-air taping in mind; a tuner picks up the signal, a timer switches the machine on and laces the tape with split-second accuracy. The machine then runs until the timer switches it off again or changes channels, and one video cassette can record up to eight hours of unbroken TV pictures and sound.

To tape radio, you will usually need a separate timer, radio receiver, tape recorder and possibly amplifier as well. Even then the unbroken recording time will usually be limited to less than an hour. DAT, with two or three hours of CD-quality continuous recording from a single cassette, opens the door to a new generation of hardware which is the radio equivalent of a video recorder. It could be a boon to schools broadcasting.

For at least 10 years the Japanese electronics industry has been working on a digital audio cassette. Around five years ago the industry decided to create a completely new kind of cassette which was smaller than existing cassettes and ran for longer. They could not, however, agree on the best technical approach. There were two possibilities; stationary head recording (S) and rotary head recording (R). The industry finally agreed to set two standards, one for S-DAT and one for R-DAT. Both use cassettes around the size of a credit card, containing high-energy tape coated with pure metal instead of the usual magnetic oxide. To avoid confusion, because S-DAT and R-DAT are incompatible, the cassettes are slightly different in shape and size.

In an S-DAT machine the tape runs past a stationary recording head, superficially similar to the recording head in a conventional cassette deck. But like the head in a professional computer recorder, the S-DAT head is sub-divided into a large number of separate sections. So it lays down a tightly-packed series of parallel tracks across the tape width.

Although this sounds the obvious approach for domestic or semi-professional DAT recording, the multi-section head is very difficult to make. And if the tape weaves even slightly the head reads the wrong tracks.

The R-DAT approach, although more complicated, looks like becoming the winner. The R-DAT recorder works like a miniature video recorder. The tape is run round a rapidly-rotating drum. The drum carries a head which records tracks obliquely across the tape width. The mechanism is smaller than for a video recorder and the tape wraps only partly round the drum. There is no compatibility between audio and video systems.

The DAT drum rotates very rapidly (2,000rpm) and the tape moves only very slowly (well under one inch a second). This means that a short length of tape can store a long recording. It also means that the tape can wind very fast from beginning to end. The full length of tape for a two or three-hour recording can re-wind in less than half a minute. So the machine can wind between musical tracks or sections of speech with a gap of only seconds.

Because the recording is in digital code, like that on a CD, any section of the tape can be digitally marked. A DAT player can thus behave just like a CD player, skipping some parts of the disc, playing other parts in pre-programmed order and if necessary going over the same section again and again.

Broadcasters see this as a wonderful new opportunity for editing without cutting the tape. Suppose you have recorded 15 minutes of a politician wriggling his way out of a tricky situation. To edit this down into a couple of minutes of coherent, crisp comment will usually take dozens of cut and splice joins. With DAT, the salient sentences can be picked out on a first run-through and digitally flagged. The tape is then played back with the machine skipping backwards and forwards between the marker flags, so that only the salient sentences are heard. Sony has been showing broadcasters, including the BBC, a prototype DAT recorder which will have a solid state memory store to bridge the short gaps between sentences.

There is room in the DAT data stream for text and graphics, like compact disc. So a DAT tape will be able to display educational literature on screen, with simple diagrams or sketches, while a tutor speaks or a musician plays. The digits on a DAT recording can be used to keep pace with a video or film system. The implications for education are far-reaching.

If DAT had been launched before compact disc, it is likely that CD would never have taken off as successfully as it has. But CD now has a head start. In Japan more people are buying compact disc players than conventional gramophones. By the time DAT is available, it will make the ideal companion for CD. There has even been talk of it making CD obsolete, but the facts speak for themselves.

The launch of DAT *and* ill-informed scare stories about obsolescence will however confuse the public. The Japanese electronics industry had planned to introduce DAT at the Tokyo Audio Fair last October. At the last minute, and under pressure from the Japanese retailers, they cancelled the formal unveiling. The retailers had, quite reasonably, argued that the publicity for DAT would muddle people who were only just coming to terms with the novelty of compact disc and 8mm video.

This year there is again pressure on the Japanese manufacturers to put DAT on hold, at least until next Spring. The record industry moans about home taping on DAT. Frankly no-one will know until the Tokyo shows open this week whether DAT will get an airing or stay in the cupboard. So what is the sales line-scale if it is launched?

Matsushita, maker of Technics and Panasonic equipment and the largest consumer electronics manufacturer in the world, talked earlier this year of a Tokyo unveiling and first units in Japanese shops by November. A European launch would follow in 1987, probably late in the year. Even if this happens, take-off will be slow.

Sony has warned that the cost of recorders and tapes will be high: up to £1,000 for a domestic DAT machine, with tapes more expensive than cassettes. Professional machines for broadcasters and recording studios will cost between £5,000 and £10,000. Eventually DAT will become a mass market product, but not for several years. Because of the complex mechanical design, it will probably always cost 50 per cent more than a compact disc player.

There is a basic difference between conventional and DAT cassette technology, which has been largely overlooked. The conventional cassette started life as a low-fi, low-cost recording medium. It then moved upwards in quality and price. DAT will start life as a high-cost, high-quality recording system which, over the next decade, will reduce in price and complexity.

Advertising – the seduction of images and the packaging of commodities

Dream merchants

KATHY MYERS

TV-AM bounces into action every Saturday and Sunday morning with the *Wide Awake Club*, liberally sprinkled with adverts for Pop-Up Pirates, Frosties, Super Noodles, My Little Pony and the rest. Big advertisers like Hasbro, Lego, Action GT, Bluebird Mattel and Fisher Price are dependent on these early morning slots to catch the kids' attention. For although top rating soaps like *Coronation Street* and *EastEnders* provide as many young viewers, the "environment" and low cost associated with children's television means that many media buyers prefer TV-AM. And it's a lucrative market. The advertising of toys and games contributed £3,124,000 to TV-AM's profits last year.

Not surprisingly advertising has become over the last few months a very controversial area of programming. The Independent Broadcasting Authority have expressed concern over this glut of consumerism on the hearts and minds of the under-fives, a perceived vulnerability which the IBA's Code of Advertising Standards and Practice is keen to protect. Its introduction states: "No method of advertising may be employed which takes advantage of the natural credulity and sense of loyalty of children."

The vulnerability and impressionability of children is something upon which candidates from either end of the political spectrum are likely to agree. It is a consensus which in rare moments of moral panic, as for example the recent Video Nasties debate, climaxes in public outrage against the media's capacity to exploit the emotions of children. And in less steamy moments, when Mary Whitehouse and the reactionary National Viewers and Listeners' Association are warning against the excesses of drink, sex and violence on TV, left-wing authors such as Bob Fergusson (in *TV and Schooling*) condemn a broadcasting system which is "Anglocentric, often racist, sexist, royalist, procapitalist, (and) ostensibly Christian".

What these contradictory perspectives share is a belief in the persuasive power of TV on the one hand, and on the other, that children today are innocent and naive. It is not a view shared by the more radical wing of programming, nor by advertisers.

Ron Smedley, the producer of the controversial comprehensive series, *Grange Hill*, argues that much of the outrage precipitated among parents in the programme's early days, was not so much a battle over morality, as a battle over what is and is not suitable for a child. Smedley feels that much of children's programming is subject to the same assumptions: Pears baby innocence till the rite of passage at 16.

Grange Hill's realist image was the brainchild of Phil Redmond, and to this day it relies on continual feedback from schools and teachers to help it keep abreast of issues and ideas, a process very similar to that conducted by advertising agencies in their search for the perfect campaign.

BMP's (Boase Massimi Pollitt) media director for Fisher Price toys, Steve Harrison, is not surprised at the comparison. Much of his own market research with kids suggests that they prefer the realist drama of *EastEnders*, *Coronation Street*, *Grange Hill* and *Minder* to the "kids' stuff" dished out for them in the 4.0 – 6.0 pm slot.

"We have one thing in common with *Grange Hill*," he comments. "Neither of us can afford to talk down to, or patronize kids. The second you do that you've lost them." He agrees that most programming is flawed by working with out-dated Victorian images of children: "Logically, morally and commercially kids are adult at 10", but he adds that maturity does not extend to sex. "Despite being both articulate and lucid by the age of 12, they're still immature. Sex has still to rear its ugly head and interest in the world around them is restricted to things, especially animals, rather than people."

The result of this extensive market and psychological research into the shifting and mutable identities of childhood means that BMP has been able to target the Construx Fisher-Price account, for which they're responsible, much more effectively. Sally Cutting, the account planner, points out that it is crucial to get the language and image of the campaign tailor-made for the age group intended. She cites the case of Mr Men yoghurts and the Construx "Activity Centre", both carefully researched to appeal to pre-school children, with the added stipulation that they'll engage a watching parent. Fisher Price's motto is "Children Taught Us All We Know", a boast borne out by their American school, a product market research and development centre, held in high esteem by ambitious parents who want their children weened on the best toys.

This direct involvement of children in the marketing mix could be interpreted cynically – further evidence of the corruption of children's minds in the pursuit of private profit. And many people rightly feel that children are exploited enough in a world rampant with rape, child abuse and (still) child labour. The natural urge is physically and emotionally to protect children in a kind of domestic and media cotton-tail cotton wool. But as women have historically found to their cost, "protection" is also the handmaiden of exploitation. Both arrogantly assume power over the weak. To protect is not the same as to educate, nor does it empower youngsters to deal with the snake pit of adult life.

Without this perception many philanthropic aims misfire. On Tuesday September 2 the television news ran a report on the Yellow Hammer "Heroin Screws You Up" campaign. A sceptical anti-heroin youth worker cast aspersions on the campaign's bleak James Dean nihilism, "black soulful images which kids find glamorous. In a strange way the young addict is attracted to that. It's a turn-on."

One wonders what the effect might have been, if its consumer appeal had been more properly researched along the lines practised by BMP. If media education is going to contribute to the next generation's understanding of the power of the media, the seduction of images and the packaging of commodities, then it has to learn from as well as condemn the methods of advertising. It is perhaps the ultimate irony that advertising, the dream merchant, the vendor of aspiration and lifestyle consciousness, should, in order to ply its trade, have its feet planted firmly in the reality of everyday life.

Kathy Myers is the author of Understains: The Sense and Seduction of Advertising (Comedia).

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Young directors

Let's Make a Film Festival is the title of a special day of children's work at the National Film Theatre on Saturday, October 4. NFT1 and NFT2 will be given over to showing about sixty films and videos made by young people throughout the United Kingdom. A range of work from five to 25-year-olds demonstrates vividly the variety of use to which film and video are being put in schools and colleges. Special features include animated films by young members of Jessica Langford's Film Workshop Trust in Edinburgh and a splendid piece of video work, *Myraddin*, by Bishop David Brown School in Woking (average age 14). For the first time this year the festival, which is organized by the Cooperative Retail Services, includes a conference on the developing use of film and video in education, to which teachers and film makers are all invited. The conference begins at 11.00 and is free; two film shows in NFT1 from 1.15 and three video shows from 1.30 will each cost £1.50 (children), £2.75 (adults).

Education awards

This year's Paddy Whannel Award has been shared by the Scottish Archive Film for Education project and the Media Centre at Bracknell. The award is given by the British Film Institute for educational initiatives in film and television.

The Scottish Archive Film for Education project has grouped together film extracts on chosen themes and made them available for hire or purchase on video. The tapes are aimed at specific groups, for example, the compilation *Industrial Society* complements a course in Scottish secondary schools. Each pack contains information about production details and makes suggestions about the issues raised by the tape. The award panel saw the tapes as an educational practice which other archives might copy.

The Media Centre at South Hill Park, Bracknell, offers an example of how production, publication, training and exhibition are coordinated within a clearly conceived educational framework. With the main emphasis on video production, the Centre does in-service work with local teachers and students, and offers a media library and video facilities. It is also about to complete a video on primary school children and TV. The panel was impressed by the "well-considered educational strategies implemented by the Centre".

Nominations for the 1987 award should reach Philip Simpson, BFI Education, 81 Dean Street, London W1V 6AA, by April 31.

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In 1986 two teachers were seconded to work with Central Television as part of the Nottinghamshire Media Project. What were the benefits for the broadcasters and the teachers?

Opening doors

MIKE HAMLIN and PAUL KIDDEY

"Television this year celebrates its half century, and after 50 years it still holds a mystery and fascination. Yet people still do not understand how it works, or appreciate how complicated it is to put together even the simplest-looking programme.

When Central Television began discussing a media project with Nottinghamshire Education Authority, the company was pleased to be able to offer practical help, because the results of such a study can have wide-reaching applications in education circles, and indeed for Central.

Media Studies is now becoming an established subject in the school curriculum, yet there is no authoritative publication providing the kind of insight Paul Kiddey and Mike Hamlin can now offer teachers coming to grips with the subject. Many youngsters look towards the media for their careers, and we hope that they will have a clearer understanding of what television can offer them, and what they can offer it.

There have been many benefits for Central, too. It is enlightening and refreshing to have an outsider's view of what we ourselves do. They look at things from a different perspective, prompt us to question why we do things in a certain way, and can help us gauge the importance and significance of what we do.

The first part of the project was like an induction course, during which the teachers spent some time with various developments, collecting basic information. Then, under the guidance of Kim Garcia from Nottinghamshire's Curriculum Development Support Service and Central's Ann Beard from the Personnel Department, they were able to decide specific aspects they wished to investigate more fully. Our staff responded positively to the initial contact with Mike and Paul and became wholeheartedly involved in the study.

New staff coming to Central will also benefit, because the teachers' report can be given to them as part of their induction course. And, of course, one long-term benefit for Central, the teachers and the local education authority is that this project has opened many doors, created friendships and contacts and fostered a greater understanding of the way each works in their own career worlds."

ALAN PANKHURST, (Director of Personnel and Industrial Relations, East Midlands Television Centre, Nottingham)

The Media Project marked an important new departure in the links it established between media educators and the television industry as well as in the range, breadth and quality of the access that was achieved.

During the spring term the majority of our time was spent studying in depth and at first hand the workings of the East Midlands Television Centre, while also visiting departments in Birmingham and London. In the second term we returned to work with colleagues in our schools, to feed in the benefits of our time at Central and to support media education in the classroom.

We were given virtually unlimited access to all the major departments at Central, including News and Current Affairs, Light Entertainment, Drama, Children's Programmes and Schools' and Religious Broadcasts. We were able to follow through complete production processes, have discussions and interviews with producers, directors, planners, designers, writers, studio and technical crews, and observe at close quarters the minutiae of programme making, presentation and transmission.

Some of the highlights included a five-day attachment to Central News. This involved going out on the road with a news crew, being present on the studio floor with presenters, floor managers, camera and sound operators, as well as observing the bustle of a busy newsroom.

An attachment to the popular children's programme, *Emu's All Live Pink Windmill Show*, allowed us to experience the recording of complex video extracts involving music, dance and special effects, for later playback before a studio audience as one part of a "live" transmission – a rare event in television today. A situation comedy provided the opportunity to study the scale and complexity of location filming, the time-consuming process of editing and the problems of inserting the filmed extract into a recording of the whole programme before a studio audience.

The three-day recording of an hour-long drama, with a further three days of post-production (video-editing and audio-dubbing) acted as a working model for examining the realities of set design, construction and prop-hire, while at the same time remaining within the financial constraints set by production accounting. It also demonstrated the crucial supportive role of make-up and wardrobe in any production process.

The first term also included a series of extended meetings with the Education and Religious Affairs Department, the Public Affairs Department, the Community Programmes Unit, the London-based Sales Department, as well as with representatives from the Independent Broadcasting Authority and Understanding British Industry.

After Easter we returned to our schools to work alongside colleagues, developing curriculum ideas, strategies and materials for classroom application, building wherever possible on the wealth of information and insight we had accumulated at Central Television. Continued liaison with regular visits to the Television Centre was maintained throughout this period, which provided further support for colleagues.

To all those involved the project was a resounding success. In particular, the time spent at Central had a profound effect on us as media educators. The opportunity for sustained attachments to the "behind the scenes" operations of production and sales, as well as the more visible world of programmes, revealed underlying patterns of co-ordination and constraint of which we and our colleagues in school were previously unaware. For six months it has been possible to be on the inside of this world, and the experience has made it possible for us to talk, think and write across a whole range of broadcast television with the confidence of insiders.

Another important benefit of the project has been the range of contacts established among media professionals and educationists, regionally and nationally. These could form the basis of an informed network, facilitating the development of good practice in Nottinghamshire schools.

The achievements in the project schools have been substantial in raising and supporting enthusiasm for media education generally. Important work has begun and teachers have expressed an eagerness to become involved in a variety of practical curriculum developments related to media. This has included both teachers previously unfamiliar with this work as well as more experienced colleagues, and has involved a necessary shift of emphasis from the work depending on enthusiastic individuals to its becoming the responsibility of whole schools and departments.

One aim of the project was to develop materials in collaboration with Central Television to further the understanding of the work of a television station. With this in mind, a wealth of materials was gathered for development for classroom use. A fully-illustrated 50-page booklet, *Looking into Central Television*, is also being produced. This will attempt to cover, in an accessible way, the key areas of historical background, company shape and structure, production planning and process, audience measurement and sales. It should be a practical and informative resource for teachers and students interested in exploring the work of a modern television centre.

A number of other media-related packages, intended for classroom use, are beginning to emerge. Their purpose would be to encourage an active, exploratory approach to studying the media, adaptable for all ages and abilities.

A fully-documented case study which reflects on the whole project experience is currently in production. This will describe in detail the thinking behind the project, its structure and aims, plus the work carried out at Central Television and in the project schools. It will conclude with an evaluation of the project as a whole and present some suggestions for the development of media education arising out of the work in the schools.

Further details regarding the project are available from the Curriculum Development Support Service, the Mundella Centre, The Meadows, Nottingham NG2 2LU (tel: 0602 860122).

Mike Hamlin is Head of Media Education at Toothill Comprehensive, The Butts, Bingham, Notts

Paul Kiddey is Deputy Head at Sunnyside Primary School, Great Hoggett Drive, Chilwell, Nottingham.

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The Real World, Education Department, TVS, Southampton SO9 5HZ.

TVS

Screen messages

ROBIN BUSS

Children and Television. By Bob Hodge and David Tripp. Polity Press £22.50. 0 7456 0228 2.

Any discussion of the effects of television on children must start with some understanding of how children perceive the messages that they get from the screen. This, as Bob Hodge and David Tripp stress, is not easy to achieve. To what extent do children distinguish between fiction and reality? Even the questions are hard to formulate when a 12-year-old says that her dog, Max, "seems more real to me" than her friend Nicole, "because I see Max everyday and 'cos Nicole doesn't go to this school".

But, while the use of terms may be different, it seems clear from talking to children that they do in fact make distinctions from a very early age, both between everyday reality and what they see on television, and between different levels of television reality. "He was just a film by a camera and they're moving him but you can't see the hands," a six-year-old says of Yogi Bear. "I don't know how they make cartoons." Perhaps, the authors suggest, someone should tell him: media education starts with wanting to know.

An understanding of children's perceptions of television also needs a theoretical framework, as well as the empirical evidence which Hodge and Tripp have collected in their study of a group of Australian children. The theory is provided by semiotics and their uncertainty about their readers' acquaintance with the terminology means that a good deal of space has to be devoted to definitions; we learn to distinguish synchronic/syntopic syntagms from diachronic/diatopic syntagms, and to relate syntagms to paradigmatic structures of modality.

All this may be necessary to the underpinning of the argument, but it highlights the novelty of semiotic theory for the average British or Australian reader and leaves the impression that at least two books have been combined, one an outline of semiotics, the other an account of research findings. At least two, because the penultimate chapter incorporates a polemic on the history of Media Studies, which in Britain is said to be "in a site of struggle".

The theoretical and polemical strands are a necessary (or, at any rate, a natural) outcome of the authors' approach, but the reader who wants to know more about the impact of television on young children is likely to perceive them as digressions, and to find the "ten theses on children and television" with which the book concludes, a slightly meagre reward for the effort required to reach them.

The one firm conclusion throughout, whether in the close analysis of the cartoon *Fangface* or the more generalized discussion of violence, is the complexity of children's reactions, which are based on the different contexts in which programmes are seen and the developing frameworks which children elaborate for coping with information.

Discussions with children show that they do perceive these meanings, but the result is to suggest how children absorb information about the world through television, the authority they attribute to the medium and their interpretation of its messages in terms of their own experience.

At the BBC, an ILEA teacher is currently working with the 'EastEnders' team. Why second a teacher to a popular – even controversial – soap opera?

Shared experience

RITA CAREY

Past and present members of the band in EastEnders

The secondment to *EastEnders* was set up at a one-day conference on television and literature, organized by the British Film Institute Education Department. Members of the *EastEnders* production team took part and showed a great willingness to co-operate with education. They actually welcomed the secondment of a teacher to observe their production and to develop possible ways of teaching about it. Discussion among teachers had already revealed that *EastEnders* was being used for various purposes in the classroom.

With viewing figures at times reaching 20 million, *EastEnders* is still the most popular programme on television. A variety of factors contribute to this: scheduling, characters, plots, setting, and all are worthy of closer analysis. Examination in these areas can encourage a range of talking and listening, writing and reading, research, role play and practical activities in the classroom.

Laurie Taylor and Bob Mullen, in their book *Uninvited Guests* (Chatto), argued against the widely-held view that TV blocks communication within families. They showed that it is more often an aid for conversation than a barrier. Television can certainly be a shared experience for families, and *EastEnders* appears to be one programme which the whole family watch together. Their individual reasons for doing so may be very different, so *EastEnders* can be a source of discussion and reflection within families and other groups of viewers. Discussions with pupils indicate that the series is often a topic of conversation in their homes and among friends, with differences of opinion on characters or developments being aired freely.

However popular *EastEnders* may be, this does not mean that pupils watch it passively or uncritically. Their high regard for the series makes them very critical of anything which they feel is a drop in standards. They view with scepticism any developments which do not fit in with the general sense of realism they attribute to the programme, and they are keen to suggest ways of correcting faults.

Pupils of all ages usually have a knowledge about television which can be used productively in the classroom. Recent work on *EastEnders*, carried out with seven-year-olds, showed that even at this age they have an understanding of the narrative strategies used in a popular continuous serial. The knowledge already existed, but the pupils themselves were not fully aware of it until they were asked to look at how the stories are presented on *EastEnders*. Once this understanding of narrative is established, teachers can use it to make comparisons with other forms of narrative in film, television and written fiction.

EastEnders contains a rich variety of social and ethnic types and is very useful in explorations of representation in the serial form, in television in general and in fiction. The serious social issues raised provide another important area for discussion and examination in the classroom. The series can be studied for its representation of issues like teenage pregnancy, unemployment and racism, or the issues themselves can be discussed, using the programme as a stimulus.

One further area of work, central to the original idea of the secondment, concerns the actual production of the series. It was only after the BBC had purchased the old film and television studios at Elstree that the logistics of running a twice-weekly soap opera could be met. Elstree was big enough to house all the different departments involved in the production of a soap opera, and permanent outdoor and indoor sets of Albert Square.

The pace of production has to be very fast to produce the 50 minutes of studio recording and 10 minutes of insert material used each week. The weekly production turnaround, using three teams of directors, has been designed to give actors as much rehearsal time as possible, while multi-camera shooting enables scenes to be shot in their entirety and cuts down the amount of editing required.

The complex production processes involved in making *EastEnders* obviously affect the shape of the final product. It is important that students are made aware of these, particularly with the new GCSE and CPVE emphasis on process.

Rita Carey has been seconded to *EastEnders* from Parliament Hill School

At last– the real story about sugar and teeth

New from the Scottish Health Education Group. A 10-minute video for all pupils 11 years upwards. Get it on free loan from:

- The Scottish Central Film Library, 74 Victoria Crescent Road, Glasgow G12 9JN. Tel: 041-334 9314.
- Your local Health Board Health Education Department (Scotland only).
- Or buy it from Oxford Educational Resources Ltd., 197 Botley Road, Oxford OX2 0HE. Tel: Oxford (0865) 726625.

A new Media Centre at Leigh College in Wigan was opened officially this week by Miss Sheila Innes, Controller of BBC Education. Funded by Wigan's Education Committee with assistance from the British Film Institute, the centre includes a 64-seat auditorium with 16mm and video projection, which will function as a community cinema, a three-camera television studio and post-production suite with editing machines and audio-dubbing facilities, and a stock of portable video equipment for field use. Teacher advisers based at the centre will visit schools and assist in media teaching and in-service training.

EXTRA

Free service

ANNE SUFFOLK

BBC and ITV both have teams of education officers, but how can they help you?

Schools broadcasting is nearly 30 years old and currently used in over 90 per cent of UK schools. No one can assume it will last another 30 years unless it continues to meet genuine educational needs. Helping meet these needs are ITV and BBC education officers who, at a local level, often work together.

Among us are experienced teachers, l.e.a. advisers, INSET leaders, textbook authors and initial training lecturers. Although individual ITV companies specialize in particular curriculum areas, we all contribute our series to ITV for Schools. So, if the person you contact can't help, we can put you through to someone who can.

Many individual teachers ask education officers for help "locating resources to support new initiatives" or revitalize their current teaching methods. We can sometimes pinpoint the only programme on a particular topic, or the programme whose ethos and style is compatible with their own approach.

Twice a week I visit schools to view new programmes and talk with staff and pupils about whether existing TV series meet their needs and interests. The schools vary from large inner city comprehensives to tiny isolated rural primaries.

Sometimes we work with a whole school, as in one case where the school did little science. The headteacher and l.e.a. adviser invited us to participate in a school-based course and talk with the staff about how our science series complemented l.e.a. guidelines and which particular programmes could illustrate the school's choice of study areas. Using *Starting Science*, we did some team teaching with a range of small group, practical activities, viewing, discussing and doing. After school we stayed for a meeting of local schools' science postholders to debate the resourcing and philosophy of primary science.

In London, groups of language teachers have gathered specific examples of ways in which pupils' language development can be extended, using a range of television series. Working with the Thames education officer, they keep in contact with shared examples of work. When she is sent pupils' work she disseminates it, and occasionally prints it in the teachers' notes. One school is working with her at monitoring its use of *Middle English* to develop discussion skills, so the knowledge gained benefits the staff of that school, is shared with other schools and then fed back into improving the development of the series.

Some series are closely tied to major national curriculum development projects, show good classroom practice and support areas with a high priority for inservice education. In these cases we may be asked to participate in national, regional and local courses and conferences by advisers, inspectors or other INSET leaders.

Courses can also arise through discussion. One Midlands primary adviser was concerned about inappropriate use of topic work TV series. Together we looked at improving classroom practice in the use of educational television, talked about the development of concepts and skills through the *Going Places* geography series, and discussed whether *History Around You* and *How We Used To Live* could stimulate children to undertake research and oral history projects.

Courses may be on cross-curricular issues. Some recent examples have included handling controversial issues in the classroom, examining sexism and equal opportunities for women, through using TV or looking at contrasting approaches to multicultural and anti-racist education and the pitfalls we as broadcasters have met with over the years.

In Scotland, HMI's, colleges and l.e.a.'s, together with the BBC, STV and Grampian, are working on a national programme of in-service for broadcasting and the curriculum. A pilot project in Lothian involves headteachers, l.e.a. personnel and broadcasters in developing guidelines and strategies for using TV to benefit classroom practice.

In Northern Ireland the Regional Curriculum Base initiated a major project, supported by a full-time officer. Ulster TV and the BBC, to examine the effective use of broadcast materials in further education.

In the course of a year, a variety of educational organizations will contact us or be contacted by us. A local branch of the Schools Library Association may want to discuss the relationship between books and television, a college may want a workshop for students before teaching practice.

With the current resurgence of interest in media education, education officers are helping teacher groups and individual schools with media education by looking at copyright-free material, putting them in contact with specialist expertise, delivering a variety of talks on an *à la carte* basis, or hosting regional conferences. Two teachers from Nottingham l.e.a. were recently seconded to Central TV (see page 50).

Some things we just can't help with, such as requests to write a letter outlining everything we know about educational broadcasting for a dissertation due in next week. However, a small group of ITV education officers is currently writing a booklet on good practice in using television in the classroom, and if serious researchers have specific questions, then that's a different matter.

So, if you are looking for a fresh answer to what to do with 3C or would like to initiate change but things are moving slowly, why not try asking your local education officers?

Anne Suffolk is one of two education officers for Central Television.

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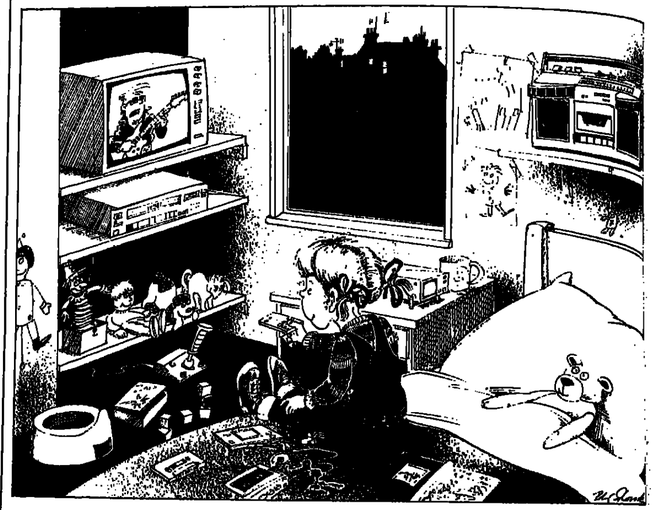


Media-wise

BARRIE GUNTER and BRADLEY GREENBERG

The introduction of television on a widespread scale in Britain in the late 1950s prompted concern among educationists that viewing would displace reading and harm children's school performance. Although research at the time did not indicate an across-the-board reduction in all kinds of reading with the acquisition of a set, some displacement was evident.

Thirty years on, the question of displacement of some media by others has risen once again. The first half of the 1980s saw an unprecedented growth in availability and use of new electronic media. Increasingly today, homes possess not just one, but two, three or even more television sets. Furthermore, the set has acquired a range of accessories and attachments – video recorders, personal computers, remote controls – which have significantly modified the way it is used.

Typically, children are more comfortable than their parents with each new medium or gadget as it comes along. They do not have so many hardened media habits to unlearn, they are more receptive to new ideas because they have fewer old ones to abandon and they often take to new gadgets as "toys", if not for more serious purposes.

Essentially, children are less threatened by new media than are grown-ups. But time is a limited commodity. Greater use of new electronic media or gadgetry must mean that less time is spent doing other things and this possibly includes using more established media, such as books, magazines, newspapers and radio. Displacement of reading, if it occurs, is as worrisome today as 30 years ago.

In a recent survey by the Independent Broadcasting Authority, we explored which media children have available to them and what use they make of them. From this research it has become clear that children have access to and make use of a wide range of media – and that the use of older established ones does not invariably diminish in the face of competition from the newer.

Television viewing diaries and questionnaires were completed by a nationwide sample of 468 young people, aged between four and 12 years. In their diaries, the children logged the programmes they watched on TV during the survey week. On the questionnaire, we asked about ownership and use of a range of media. We asked children if they had their own television set, a teletext set, a remote control TV channel changer, a computer at home or school, a radio, an audio-cassette player, a radio-cassette player with earphones, a record player, a musical instrument, a box of paints, any books or comics, and a telephone with push button numbers. We then asked them how often they had used these items in the last seven days, and included further items about going to the cinema and reading magazines and newspapers.

All children surveyed had a television set in their homes as a condition of being selected. Just over four out of ten (43 per cent) claimed to have "their very own" TV set. Most said they had a computer at school (96 per cent) and over half had one at home (52 per cent). There was widespread ownership of audio-cassettes (93 per cent) and record players (83 per cent) and two-thirds also claimed to have a cassette player or radio with earphones (68 per cent). A similar number said they had their own radio (65 per cent). Over half had a video cassette recorder (VCR) at home (52 per cent) and nearly half had friends with one (49 per cent). Remote control toys, push button telephones and teletext sets were relatively rare among this sample, though not uncommon.

Media ownership was not completely dominated by electronic forms of amusement. Considerable numbers of children mentioned that they had books (94 per cent) and comics (62 per cent) in the home, a paintbox (83 per cent) and a musical instrument (70 per cent). This listing does not exhaust all possible media available to children. Nevertheless, it does indicate a media pervasiveness that is on the whole quite extensive; a majority of the children claimed to have most of the items asked about.

How often do children use different media if they have them? If we take a look first of all at what we call "tele-media", comprising VCRs, teletext and remote control channel changers, then there is clear evidence that VCR usage is fairly extensive. Nearly half the children from VCR households (49 per cent) said they used it regularly. Slightly more claimed a similar level of usage of teletext if they had a set (52 per cent), and a substantial majority of children from homes with a remote control claimed to use it often (82 per cent). Frequent use of personal computers was less widespread, but not uncommon either, especially for playing games. One in five children with personal computers at home, however, claimed to use them for non-games purposes.

More than four out of ten said they regularly played records (42 per cent) or listened to music on the radio (44 per cent). Far fewer claimed to play any pop music videos though, and nearly 80 per cent of youngsters in VCR households said they never did.

Despite the obvious use of quite an array of electronic media in the home, there was no indication that print media were being ignored. More than half the children said they read newspaper at least occasionally. About one in four (26 per cent) claimed to read one fairly often. The same applied to books (32 per cent) and comics (24 per cent).

Even more enlightening were findings which revealed how the use of different media – old and new – fit together. Was there any evidence, for instance, that the most modern media were ousting the traditional ones? The answer is no, with rare exceptions for only do the new fit with the new, but with some of the old too.

For example, children who claimed often to watch films and television programmes on their VCR were indeed more likely to have played on videos, used teletext and a radio-cassette player with earphones, but were also more likely to have been to the cinema recently. Children who said they regularly played computer games were less likely to read comics, but were slightly more likely to read newspapers and magazines. Playing pop videos was also positively associated with reading newspapers and magazines, but makes no difference to how often books or comics are read.

Our more detailed results indicate that there are children who are media-rich – having access to and making use of many media – and there are those (far fewer in number) who are media-poor. The latter tend to make do with fewer sources of amusement. Among the media-rich children, however, the new media are not totally replacing the old. Displacement can occur and does occur, we believe, when a new medium provides the same gratifications as an old one, but in a more attractive package. For instance, although total TV viewing was not significantly related to the use of any reading materials (books, comics, magazines or newspapers), children who watched more TV drama read fewer comics.

In this multi-media era, today's children may be learning to distribute the unique benefits and gratifications that can be derived from different media and divide their time between the many that are available, according to their personal needs and wants.

Barrie Gunter is Senior Research Officer at the Independent Broadcasting Authority. Bradley Greenberg is Professor of Telecommunications, Michigan State University, East Lansing.

EXTRA

A drug education pack

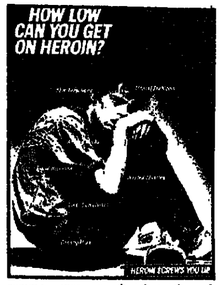
Blockbuster

LIZ SWINDEN

Drugwatch
VHS £28.75
BBC Enterprises Ltd, Education and Training Sales, Woodlands, 80 Wood Lane, London W12 0TT.

In 1985 the BBC produced what can only be called a blockbuster programme on drugs, which at the time seemed to be their attempt to "do" the drug problem. Very much in the style of *That's Life* and hosted by, among others, the ubiquitous Esther Rantzen, *Drugwatch* looked at the range of illegal drugs, drug users and their problems, how to give up, stopping the pushers and drug education in schools. They rounded all this off with personal endorsements by the Princess of Wales and a host of other celebrities, and then proceeded to give us periodic "updates" weeks later, with the latest news of the progress or otherwise of various addicts and their families who had appeared on the programme.

Now BBC Education and Training has come up with a video-based information pack "to help those at risk", as the publicity leaflet states. (At risk of what, one wonders?) The videocassette is a compilation from the original programme, lasts 58 minutes and has four sections: "Getting Started" (the illegal drugs, what they are, what effects they have, etc); "Getting Hooked" (addiction, what it is and the problems it creates); "Getting Off" (help and treatment available); and "Preventing It All" (educational schemes in schools, parent groups in America). Just as the original programme was a hotch-potch of approaches and tried to be "all things to all people", this pack seems to be simply a re-mixed mini-version but with an "educational" label.



Let us suppose that it can be used in an educational way. Who would benefit most from seeing it? Certainly the teacher's notes assume that it will be used in the classroom with young people, although the promotional leaflet talks of the video as explaining "the realities of drug abuse to parents" and offering "practical help to teachers". These are probably the two groups I might consider using *Drugwatch* with, if only to provide them with factual information about illegal drugs (the "Getting Started" section) and to give a starting-point for discussion on methods of drug education ("Preventing It All").

As for using it with young people themselves, I would advise teachers to look elsewhere for video material, but maybe to use the notes as a basis for discussion. The video is strongly slanted towards illegal drugs; indeed, there is scarcely a mention of the fact that we are a drug-taking society, using coffee, tea, aspirin, valium, alcohol and tobacco as well as heroin and cocaine. Similarly, there is a strong emphasis on the plight of drug users and their families.

Few could be unsympathetic to the mother of Melanie, whose harrowing story climaxes with her saying to camera in faltering tones, "I don't think I'm going to live to be 20". When I first saw this on the original programme, I have to admit that I shed a tear for Melanie, but how useful a response is it? Showing emotion-laden snippets like that to young people is simply reinforcing the classic stereotype of the drug addict, which is just not typical.

So the *Drugwatch* approach to drugs is very much along the lines of the current DHSS media campaign with its message that "Heroin Screws You Up". Whether you use the *Drugwatch* material at all, really comes down to how you perceive drug education in schools. Do we treat it as a separate topic, simply done as a response to the current panic about hard drugs, or is it better to include a consideration of substance-misuse, in its widest sense, in an integrated programme of personal, social and health education?

The *Drugwatch* pack simply does not hold a candle to a number of other sets of material currently available, most notably the *DoubleTake* video package (ISDD/DHSS), which should by now be in most secondary schools, *Free To Choose* (Tacade) or *Work Related Education on Alcohol and Drugs* (ISDD).

Home economics programmes

Food, food, glorious food

DEIRDRE DEE

Good Enough to Eat: Additives
Thames Television International Ltd
VHS, Umatic or Betamax £60 + p&p and VAT; £10 + VAT to hire for a single showing
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Food, Family and Homecare
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Trotman & Company Ltd, 12–14 Hill Rise, Richmond, Surrey TW10 6UA.

Decisions concerning food choice present the individual with a maze of possibilities which can be overwhelming. The increasing complexity of modern life makes the strategies on which to make the right selection more difficult. *Good Enough to Eat* is a straightforward, two-part, well researched and presented video examining the main causes of the food dilemmas in which we so often find ourselves. It forms an excellent introduction to the triumphs of food technology and its principles.

Part 1 begins by reminding us that children are eating and drinking things that our grandparents never knew, and its investigation follows from the question that although these processed foods and drinks are popular, are they good enough to eat? The web that is woven between the consumer and the food industry is fascinating and much insight is given as to how we, the public, have become separated from the process of food manufacture. Leading figures in the food industry and the food-related academic world present their promotions and concerns respectively. Coverage is also given to the place and reality of government protection.

Part 2 continues the exploration and looks specifically at the very limited knowledge there is relating to the long- and short-term effects of additives on the body. Case studies are given and the problems of quantifying this evidence. The protection now afforded to baby foods and the lead that certain shops and food manufacturers are taking in response to consumer pressure for additive free foods is also examined. Hence it concludes, by implication, how consumer pressure can be exerted more effectively. This is a first-class video for more able fifth and sixth form pupils.

The Foodstore has been compiled as the result of much deliberation by a group of "experts" to assist the campaign to encourage healthy eating, a balanced diet, and realistic view of the role of the snack meal as part of today's eating patterns among school pupils. The format adopted in each edition is very similar but age-group related, and the primary content may form a useful basis for work with the less able child in the secondary sphere.

Each package is divided into five programmes covering a variety of subject matter from Energy from Food and a Balanced Diet, Food around the World, The British Diet, and Eating Patterns to Food Processing.

The video, it is suggested, should form the introduction to each programme of work. The precise nature of work that follows from this is up to the individual teacher. However, the teachers' notes are a very sound resource as they list the main points shown, exemplify the obvious omissions that occur in only five to six minutes' viewing, list other sources from which the themes could be developed, and suggest related reading matter and some ideas for classwork.

The work cards are equally well presented and contain many useful ideas to reinforce the theoretical aspects of the topics. There is only one suggested practical assignment and this is in the primary package – a welcome change.

The potato crisp, and naturally its assets, forms a useful contribution to the pack and the last video programme, in both editions, shows children on tour in a crisp factory.

These editions are certainly to be recommended, particularly as a storehouse for ideas which will help contribute to the above campaign.

The *Food, Family and Homecare* video has been developed to assist the teaching of various aspects of the GCSE syllabus. Each of the listed sections lasts between 14 and 20 minutes, and a brief synopsis of the main areas plus back-up literature from the sponsoring companies is included.

"Cooking with Edam" is particularly useful in helping pupils to understand the impact of technology on food production. The traditional method of making cheese is contrasted with production methods in the factory, and the place of Edam in the diet is related and a variety of recipes are demonstrated.

"Putting Hygiene into Action" is primarily a dialogue between a microbiologist and a young mum, the latter being made more aware, during the tour of her home, of the need for good home and hygiene practices. "A Trout for all Seasons" illustrates the application of knowledge in the exacting processes involved in fish farming. The virtues of trout in the diet are given and some interesting recipes.

Each of the above has its use but it must be remembered that they only claim to assist our work. Hence previous preparation is required if they are to be incorporated meaningfully.

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'The Taxman' might seem an unlikely subject for a schools video. But the Inland Revenue's entertaining mix of live films, cartoons and graphics puts over information vital to the school leaver.

The video aims to dispel the traditional image of the taxman, by showing that 'he' is an ordinary human being who is there to give help and advice. It also explains, in simple and humorous ways, the historical background to taxes, why they are needed today, and how the PAYE system works.

'The Taxman' costs £8.50 and comes in VHS or Betamax format. A variety of other resources are also available, some free of charge. Although aimed mainly at 14-16 year olds, the material can be used for other age groups and for a number of subjects. Write for a brochure to: Inland Revenue Education Service, PO Box 10, Wetherby, W Yorkshire LS23 7EH. (0242)

EXTRA

edits

CATALOGUES

A number of new video catalogues have recently appeared, including some from the television companies. There is a special "South Bank Show" catalogue from London Weekend Television. This lists selected episodes of past series which are now available on video for educational purposes. (LWT International, Seymour Mews House, Seymour Mews, London W1.)

Yorkshire TV has published a new edition of its "Video News: Educational Videos and Computer Software 1986–87". This contains information on material for all age ranges and has introduced a coding system to suggest areas of the curriculum in which programmes might be used. (Geoff Foster, Non–Theatrical Programmes, Yorkshire Television, Leeds LS3).

New additions to the BBC's Education and Training catalogue include six more Television Shakespeare plays. The new productions – "The Merchant of Venice", "King Lear", "Othello", "Romeo and Juliet", "Richard III" and "Measure for Measure" – are each packaged on two videocassettes, complete with a text of the play, £49 + VAT. (BBC Education and Training, Woodlands, 80 Wood Lane, London W12).

The second issue of the Institute of Contemporary Arts' "Good Video Guide" is out, with 50 new videos, including topics on Simone de Beauvoir, jazz, the latest in video art and scratch video, and media studies. (Emily Purser, *Good Video Guide*, ICA, The Mall, London SW1.)

A French course for secondary pupils with a desire for authenticity

Question and answer

TIM PARKE

Franchement, Levels 1 and 2
Videos, VHS or Betamax, £50+VAT each; student books £2.50; teacher's books £7.50
Oxford Video French, OUP, Walton St, Oxford OX2 6DP.

If any one characteristic distinguishes the present generation of French courses from their predecessors, it is the desire for authenticity. The approach has many advantages, but is susceptible to at least two weaknesses, not necessarily compatible with each other. One, the basic shapelessness of life is all too easily transferred to the learning materials; but two, we expect the materials, especially video, to look as good as professional media products.

Franchement seems to opt for authenticity, and provides a considerable resource of language-learning material on video, together with suggested exploitations. Level 1 is aimed at "students who have studied French for one or two years", Level 2 at "upper secondary students". There is no linear plan within either level.

The sequences were shot in France by the authors with the aim of producing examples of natural and spontaneous language in a real context. The principal difference between levels lies in the topics each deals with. In Level 1, for example, "Vous aimez les animaux?", "A boire et à manger", "En ville", and in Level 2, "Les études", "Les colonies de vacances", and "La mode à Chambéry".

In many cases the aim is met, and the virtues of authenticity are apparent: the conversations have a genuine purpose on both sides – the tourist needs a hotel, the receptionist's job is to find him one. But a majority of conversations are in fact interviews (18 out of 22, in Level 2), and the pattern of an interview is of course question-and-answer. This imposes a considerable constraint on the language forms that are able to emerge – to such an extent, in fact, that to call all this authenticity is to bend the meaning of the term. What we get in many circumstances is rather a variety of ways of responding to being questioned (the sequences are particularly rich in examples of hesitation phenomena).

The teacher's books both begin with the same tour pages on how to exploit the materials, general ideas later worked out in relation to specific extracts. At both levels, there is a slight tendency to concentrate on the details, though other activities are designed to integrate the language just experienced in the extract into imaginative exercises and games. Some teachers will notice a lack of "over-view" exercises, in which learners can be encouraged to see a passage of language as a communicative whole.

Equally important is what the materials look like, and they don't often look very good. Everything is either very dark or very light (a result of the equipment used). In many extracts, the visual context of a scene is not set before the dialogue begins, leaving the viewer with an odd sense of placelessness. Very often the sound is cut at the end of a sequence before the picture (why not freeze the picture simultaneously?). There are some extremely abrupt transitions within sequences, lacking both visual and linguistic logic. And the over-reliance on interview technique has produced many minutes of Ms Mulphin turned away from the camera, facing her subject. It would have been so easy to establish the fact of a dialogue by occasionally cutting back to her face.

Although this is nonetheless a useful corpus of material, the drawbacks of technique and of the restricted language forms available are serious ones. While the basic conception is excellent, the problem that remains is how to stage-manage life so subtly that its full richness and variety are made accessible to the language-learner – a purer form of *cinéma-vérité*.

Qualified

RICHARD EVANS

Hotel Management ... Good Job for Tomorrow

VHS only, £5 to hire for two days from Argus Film Library, 15 Beaconsfield Road, London NW10 2LE, or to buy direct from the Hotel and Catering Training Board, PO Box 18, Wells House, Central Square, Wembley, Middlesex HA9 7AP.

The hotel and catering industry is proud to portray itself as a vital, dynamic industry, full of opportunity for enterprise. This course, is at the administrative management level which this optional video from the Hotel and Catering Training Board seeks to spirit of entrepreneurial flair.

The key word the video uses "qualified", and courses do, whether at colleges or institutes further education and university basic cooking, hotel management, hotel and catering administration name but a few.

To illustrate the different routes open to management positions people are introduced by means of senior staff meeting at a large hotel. Some may wish to argue that these positions confirm stereotypes. However, the postholders do not force the convention; instead they confirm a positive image of them. And what all of them emphasise is they have worked their way up to trainee chefs, barstaff, waiters/waitresses, as well as becoming qualified a higher level via BTec, HND various business studies courses.

The video is instructive and informative and will probably attract new to the industry. But I could not stop thinking of the appallingly low pay and long hours for many employees in the industry and the low towards trade unions.

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To: British Gas Film and Video Library, Unit B11, Park Hall Road Trading Estate, Dulwich, London SE21 8EL.

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PRIMARY EDUCATION continued

HAVERING
LONDON BOROUGH OF HAVERING
BRANFIL JUNIOR SCHOOL
Cedar Avenue, Upminster RM14 2LW
Tel: Upminster 24179
(Roll 273)
Headteacher: J. Bertrand
Required for January 1987, an enthusiastic teacher, Scale 2, to take responsibility for mathematics and computing throughout the school. Visits to the school by prior arrangement with the Headteacher are welcome.
Application forms are available (see please) from the Director of Educational Services (Ref. Staffing/DBT), Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing date: 15th October 1986. (33319) 110020

HERTFORDSHIRE
ST. CATHERINE OF SIENA RC JMI SCHOOL
Horseshoe Lane, Garston, Watford
Required January.
1. Experienced Infant teacher to head a small team in the Infant Department, scale 2 + London Fringe Allowance £282.
2. Teacher to take Infant reception class. Scale 2 + London Fringe Allowance £282.
Apply by letter to Headmaster giving full curriculum vitae and names and addresses of two referees. Visits welcomed. (32477) 110020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Please see under Special Scale 2(S). (32788) 110020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
RIVERMENT
COLHAM MANOR JUNIOR SCHOOL
Violet Avenue, Hillingdon, Uxbridge, Middlesex UB8 3PT
Required for January 1987 a committed class teacher to lead and co-ordinate the teaching of Mathematics and PE throughout the school. Opportunities for scale 2 or scale 3 responsibility. Suitable candidate to develop their own interests and to play a prominent part in the development of the school. Scale 2.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they must be returned as soon as possible but not later than 17 October 1986.
Outer London Allowance Payable. (32785) 110020

HUMBERSIDE
EDUCATION DEPARTMENT
EASTRIDING DIVISION
HALLGATE COUNTY JUNIOR SCHOOL
Hallgate, Cottingham HU16 4DW
SPECIAL NEEDS CO-ORDINATOR/CURRICULUM CO-ORDINATOR - SCALE 3
Required for January 1987, an enthusiastic and imaginative teacher to fill this post. Candidates are asked to state their curriculum strengths.
Application forms and further details are available from Miss I. Scott at the school (s.a.e. please) to whom completed forms should be returned by 10th October 1986. (33970) 110020

KENT
Kent County Council Education Department
North West Kent Area
THE SWEYNE C.P. JUNIOR SCHOOL
Weary Road, Swanscombe, Kent.
Required January 1987 (1 possible), enthusiastic teacher to teach initially second year junior children and to accept curricular responsibility for mathematics. Ability to play the piano essential. Scale 2 post available for suitable applicant. Application forms from the headteacher at the school giving names of two referees (SAE). Possibility of help with temporary housing in approved cases.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
CHANTRY COUNTY INFANT SCHOOL
Delaware Road, Gravesend Kent
Required for January 1987 a scale 2 teacher to assist throughout the school in maintaining the mother tongue of the ethnic community, which in this case is Punjabi. To devise a policy for the teaching of Punjabi throughout the school and to establish a programme whereby this could be put into effect.
Application forms and further details available from Area Education Offices, 132 Windmill Street, Gravesend, Kent. Possibility of help with temporary housing in approved cases.
Closing date: 17th October 1986.

NEW ASH GREEN CP FIRST SCHOOL
New Ash Green, Hartley, Kent DA3 8EJ
An experienced teacher with an interest in, and considerable knowledge of, language across the curriculum with particular reference to the early years 5-9. This post-holder is a member of the school management team and strong leadership qualities are required.
Visits to the school by appointment would be very welcome.
Applications to the Headteacher at the school.
Possibility of help with temporary housing in approved cases.

ST BOTOLPH'S C.E. PRIMARY SCHOOL
Dover Road, Northfleet, Kent DA11 9PL
Tel: Gravesend (0474) 65737
Required for January 1987 a teacher for a junior class. An interest in Music and one other strengths considered. Excellent facilities and resources available for an enthusiastic person. Scale II available for suitable candidate.
Applications by letter to the Headteacher.
Closing date: 10 October 1986.

WHITE OAK JUNIOR SCHOOL
Hilda May Avenue, Swanley, Kent BR8 7HT
Required for January 1987 class teacher to take additional responsibility for music throughout the school, a scale 2 post is available.
Please apply by letter to the Headmistress.
A job description is available and applicants are welcome to visit the school.
Closing date: A.S.A.P.
Possibility of help with temporary housing in approved cases.

NORTH KENT AREA
ROCHESTER, ST. WILLIAM OF PERTH R.C. PRIMARY SCHOOL
Canon Close, Maidstone Road, Rochester ME1 3DJ
Required for January 1987 junior teacher for offer music and science. Possible Scale 2 post, practising Catholic required.
Application forms from Headteacher. Closing date 21st October.

HOOST WERBUROH C.P. SCHOOL
Pottery Road, Hoost Werburgh, Rochester ME3 9BB
An experienced teacher required to take up appointment at the beginning of the Spring Term 1987 to take responsibility for the development of Maths/Science throughout the school. Scale 3.
Applications with c.v. and names/addresses of two referees to the Headteacher by 30th October, 1986.

SOUTH KENT AREA
WILLESBOROUGH CHURCH ROAD C.P.INFANTS' SCHOOL
Willesborough, Ashford, Kent TN24 0JS
Required for January 1987, experienced infant teacher offering Music throughout the school. Scale 2 post available for suitable candidate.
Applications naming two referees to the Headteacher at the school. (33231) 110020

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MEDWAY JUNIOR SCHOOL
St. Stephens Road, Leicester LE2 1GH
Roll 266
SCALE 3
Required January 1987 Scale 3 teacher to take a positive lead in the whole school development of science and technology within this multi-cultural school and to make a significant contribution to the management of the school.
Please contact the Headteacher for further details and application forms (SAE). (32878) 110020

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BRIDGE JUNIOR SCHOOL
Mere Close, off Mere Road, Leicester ALE5 3DL
Roll 264
SCALE 2
Required January, teacher of maths and computing. Applicants must be capable of developing mathematics teaching throughout the school and be thoroughly conversant with computer techniques.
Please contact the Headteacher for further details and application forms (SAE). (32877) 110020

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
DOVELANDS INFANT SCHOOL
Hinckley Road, Leicester LE3 0JT
Roll 172 + 90 Nursery
SCALE 2
Required January lively, enthusiastic and imaginative teacher to be responsible for language development throughout the school including children with special needs.
Please contact the Headteacher for further details and application forms (SAE). (32976) 110020

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BARLESTONE C. OF E. C.P. PRIMARY SCHOOL & COMMUNITY CENTRE
Barton Road, Barlestone, Nr. Nuneaton, Warks.
Roll 216
SCALE 2
Required January teacher for top infants/lower juniors with proven ability to organise school/community library.
Please contact the Headteacher for further details and application forms (SAE). (33073) 110020

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BISHOP WELLS RC PRIMARY SCHOOL
Barkby Thorpe Lane, Thurmaston, Leicester
SCALE 2
Required January, a teacher to be responsible for infants co-ordination. Catholic essential
Please contact the Headteacher for further details and application forms (SAE). (33126) 110020

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
NEWRY JUNIOR SCHOOL
The Newry, Stoneby Avenue, Leicester LE2 6BT
ROLL 221
SCALE 3 + SPA
Required January a well qualified and experienced class teacher for this community committed and well equipped school. Ability to teach upper juniors and with special responsibility for the care of all technical equipment development of computer work and mathematics.
Please contact the Headteacher for further details and application forms (SAE). (33135) 110020

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ABBEY PRIMARY SCHOOL
Ellis Avenue, Leicester LE4 5LB
Roll: 478
SCALE 3
Required January, 1987, an experienced teacher to be responsible for English as a second language throughout this large inner city school.
Please contact the Headteacher for further details and application forms (S.A.E.). (33137) 110020

LINCOLNSHIRE
SPALDING COUNTY PRIMARY SCHOOL
Woolram Wygate, Spalding PE11 1PB
(Group 3 - Roll 296)
Required for January 1987 teacher with responsibility for Art and Craft (Scale 2).
SAE to school for application form and further details. Closing date 17 October 1986. (T173). (33022) 110020

LINCOLNSHIRE
RUSKINGTON (CONT)
PRIMARY SCHOOL
Main Road, Ruskington, Sleaford NG34 9DL
(Group 3 - Roll 333)
Required for January 1987 experienced, enthusiastic and imaginative teacher initially to be responsible for a class of Junior aged children.
Scale 2 post available to the successful candidate who will be expected to take a leading role throughout the school in the development of computer studies and to have a sound working knowledge of word processors and printers. A willingness to take responsibility for boys' physical activities would be an advantage.
S.A.E. to Head for form and details. Closing date: 17th October, 1986. (T169). (33059) 110020

LINCOLNSHIRE
LONG BENTON CP SCHOOL
Long Sutton, Spalding PE12 9DD
(Group 3 - Roll 260)
This school has vacancies for two teachers of reception and early years for January 1986.
Scale 2 posts may be available for suitable applicants.
Applicants should be interested in special needs and infant maths OR display/art and craft.
S.A.E. to Head for form and details. Closing date: 17th October, 1986. (T168). (33058) 110020

LINCOLNSHIRE
WHITE'S WOOD LANE COUNTY JUNIOR SCHOOL
Gainsborough DN21 1TJ
(Group 4 - Roll 158)
Required for January, 1987, teacher for lower juniors, must be familiar with current infant practice and an interested approach to the curriculum.
Scale point available for suitable applicant.
S.A.E. to Head for form and details.
Closing date: 17th October, 1986. (T167). (33057) 110020

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
LINKS PRIMARY SCHOOL
Tilton Road, London SW17 9SG
Tel: 01-769-4587
Head Teacher: D.G. Marcia
Age Range: 5-9 years
No on roll: 288
Required for January 1987 an experienced and enthusiastic Scale 2 Teacher with responsibility for P.E., Movement and Drama, in this R.F.A. School.
Closing Date: 17th. S.A.E.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose A 4 stamped addressed envelope. (33041) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. LUKE'S C.E. JUNIOR SCHOOL
Bow Street, Stratford E15 1HH
Head Teacher: Mrs. C. Carey
Number on Roll: 217
Required January 1987.
Teacher of Boys Games, Cricket & Football Scale 2.
Teacher with responsibility for Games. Must be practising Catholic, preferably with a religious certificate. Visits must welcome.
London Allowance £1,110.
Application form further particulars (s.a.e. please) available from Director of Education to whom completed forms should be returned by 14th October 1986. Education Offices, 379/383 High Street, Stratford E15 4RD. (32463) 110020

NEWPORT
BARTON COUNTY PRIMARY SCHOOL
Barton Road, Newport, IW PO30 2HL
Age range 5-9 years
155 on roll
Group 4
Required for January 1987, enthusiastic TEACHER (Scale 2) to teach a class of 6/7 year olds; able to contribute towards music (Wonderful), throughout the school.
Application by letter to the Headteacher at the school, including full curriculum vitae and the names of two referees, to arrive not later than 15 October 1986. (33340) 110020

REDBRIDGE
LONDON BOROUGH
BECONTREE INFANTS' SCHOOL
Stevens Road, Dagenham, Essex RM8 2QR
Tel: 01-599 1203
Acting Head: Mrs G. Hobday
Required for January 1987 (or as soon as possible) a qualified and experienced Nursery Teacher (Scale 2) to open a new nursery class in this lively child-centred Infants' School. This post offers an exciting challenge to nursery teachers committed to parental involvement.
The post attracts Outer London Allowance and Special Priority Allowance: assistance with legal fees for house purchase and removal expenses where appropriate is given in approved cases.
Application forms are available from and returnable to the Headteacher at the school from whom further details can be obtained.
Closing date: 17th October. (32640) 110020

REDBRIDGE
CLEVELAND JUNIOR SCHOOL
Cleveland Road, Ilford, Essex IG1 1EW
Head: C.E. Ballinger, B.Ed.
Tel: 01-478 5601
Required for January 1987, a Scale 2 teacher to be responsible for Music throughout the school.
The post attracts Outer London Allowance and Special Priority Allowance: assistance with legal fees for house purchase and resettlement expenses where appropriate is given in approved cases.
Please contact the Headteacher for further details and application forms (SAE). (33126) 110020

SALFORD
ST. JOHN'S C.E. PRIMARY SCHOOL
Daisy Bank Avenue, Swinton M27 1FU
Tel: 794 4632
SCALE 2
Head of Infants (including Nursery Unit)
Required for January 1987 a lively and experienced teacher, initially with responsibilities for Infants as well as for some areas of the primary curriculum.
Please send S.A.E. for application forms and further details to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed application forms should be returned by 10th October, 1986. (33268) 110020

SHROPSHIRE
BRINDLEYFORD COUNTY PRIMARY SCHOOL
Bronkside, Telford, Shropshire TF3 1QD
Tel: Telford 598171
Required for January 1987, Permanent, Full-time Scale 2 Teacher of Top Infants in the first instance. A special interest in language development would be an advantage though a good classroom teacher is the main requisite.
Application form and details from the Head to be returned by 20th October 1986 (SAE required). (32936) 110020

SOLIHULL
EDUCATION COMMITTEE
CATHOLIC TEACHER Scale 2 ST. PAUL'S R.C. (AIDED) J.M.I. SCHOOL
Wheatcroft Drive, Chelmsley Wood B37 5DD
Required for January 1987, an experienced and enthusiastic person with special responsibility for developing an agreed area of the curriculum.
Send s.a.e. to Head Teacher for details and application form. Closing date 14th October 1986. (32741) 110020

STOCKPORT
Required from January, 1987
TEACHER
Scale 3. Ref: 3033
CHEADLE R.C. JUNIOR SCHOOL
Conway Road, Cheadle Hulme, Cheadle, Stockport SK8 6DD
(Tel: 061-485 3754)
A suitably qualified and experienced teacher of Juniors required. Please state curricular interests.
Application forms obtainable from Director of Education Town Hall, Stockport SK1 3XE (Tel: 061-480 4949, Ext. 3815) and returnable to the Headteacher at the school, quoting reference, by 17th October, 1986.
Stockport is An Equal Opportunities Employer. (32660) 110020

SUFFOLK
COUNTY COUNCIL
HALESWORTH COUNTY PRIMARY SCHOOL
Prince of Wales Drive, Ipswich IP2 8PY
5-11, roll 370
HEAD OF NUMERACY
Required January 1987, a lively and enthusiastic teacher to lead the mathematics development throughout this large open plan primary school.
Application forms and details obtainable from the Head at the school, s.a.e. please, completed forms to be returned immediately. (32672) 110020

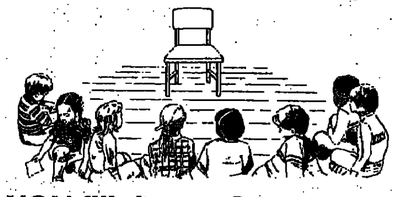
SURREY
EDUCATION COMMITTEE
ST. MARY'S R.C. FIRST SCHOOL
Barnwood Road, Park Barn, Guildford, Surrey GU2 8LG
Applications are invited from suitably qualified teachers, for the post of Scale 2. The Scale post is for Maths and Computer for January, 1987.
Application form and further particulars may be obtained from the Headteacher (s.a.e. please) to whom the completed applications should be returned by 17th October, 1986. (32775) 110020

TEACH ON EXCHANGE ABROAD
See Overseas Appointments or phone Central Bureau 01-486 5101, Ext. 274. (32910) 110020

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
KINGSWAY PRIMARY SCHOOL
Kingsway Park, Davyhulme, Stretford M31 1EP
Tel: 081-748 1857
SCALE 2
Required January 1987, a junior teacher for this open plan school. Music would be an advantage.
Application forms available from and returnable to the Head at the school.
Closing date 17th October 1986. (97863) 110020

WEST SUSSEX
EDUCATION DEPARTMENT
ASSISTANT TEACHER
RUSTINGTON COUNTY PRIMARY SCHOOL
Salary Scale 3 Group 2
Required January 1987, to teach P.E. across the curriculum. This post involves taking a first year junior class in addition to the curriculum co-ordination as stated.
Further details and application form from Headmaster, Rustington C.P. School, North Lane, Rustington, West Sussex BN16 3PW. (s.a.e. please).
Previous applicants need not re-apply. (32735) 110020

TOTTENHALL INFANTS SCHOOL
Someone's ? missing



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Join a team of caring teachers dedicated to harmony in diversity. Interested? Wanting to visit? Contact Mrs. M. Stone, 01-888-4128 Tottenhall School, Palmer's Green, London N.13 6HX.

Enthusiastic, experienced Scale 2 teachers (2 posts) — curricular areas — mathematics, health education, computer work, science, environmental education, physical education.

Application forms (large S.A.E.) obtainable from, and to be returned to The Head Teacher, at the school.

Hurrah! and welcome!
Tottenhall children are waiting for YOU! [04729]

An Equal Opportunity Employer

London Borough of Enfield

PRIMARY EDUCATION
continued

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
BLACK HORSE HILL JUNIOR SCHOOL
Boughall Mossle Road, West Kirby, Wirral L48 6HA
Required for 1st JANUARY, 1987, ASSISTANT TEACHER - SCALE 2.
An enthusiastic teacher to be responsible, in accordance with Computer Learning and development policy, for technology throughout the school. This is a new area of development which presents a challenge to a keen imaginative teacher. An ability to assist with Physical Education would be helpful.
Application form and Headteacher at the school (s.a.e. please) to whom completed forms together with letter of application should be returned by Tuesday 14th October, 1986.

EGREMONT PRIMARY SCHOOL
Church Street, Wallasey, Wirral L44 8AF
Required for 1st JANUARY, 1987,
ASSISTANT TEACHER - SCALE 2
An enthusiastic Teacher to be responsible for P.E. and Games.
Application forms and further details can be obtained from the Headmaster (please enclose s.a.e.).
Closing date 13th October, 1986. (97990) 110020

Scale 1 Posts

AVON COUNTY
MOORLANDS COUNTY JUNIOR SCHOOL
Chantry Mead Road, Bath BA2 5QE
Required from 1st January, 1987, a teacher to take the younger Junior class in the first instance. An interest in Junior science and boys' games would be helpful.
Further details from and letters of application to the Headteacher (mine closely, giving full C.V. and names and addresses of two referees, enclosing s.a.e.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (32843) 110022

BARNET
LONDON BOROUGH
REQUIRED JANUARY 1987
ST. JOSEPH'S JUNIOR SCHOOL
Watford Way, Hendon, NW4 4TL
(roll) 204
JUNIOR TEACHER - Scale 1 interest in HUMANITIES or GIRLS' GAMES desirable.
Practising Catholic preferred.
Removal expenses and separation allowances available.
Application forms (s.a.e.) obtainable from and returnable to the Head Teacher by (17th October 1986. (33113) 110022

BEDFORDSHIRE
EDUCATION SERVICE
THOMAS WHITEHEAD V.C. LOWER SCHOOL
Angel Lane, Houghton Regis, Beds.
Tel: 865466
Required for January 1987, a temporary class teacher for two terms. Experience with reception age especially. Scale 1. Practising Christian preferred.
Application forms available from and returnable to the Headmaster, S.A.E. please.
An Equal Opportunities Employer. (32305) 110025

BEDFORDSHIRE
EDUCATION SERVICE
ASHTON ST. PETERS LOWER SCHOOL
Church Street, Dunstable, Beds.
Tel: 65410
Required for January 1986, a teacher with the ability to teach the whole lower age range. Commitment and support of the Anglican Church preferred. A Scale 2 post available for an applicant offering music.
Application forms available from and returnable to the Headmaster, S.A.E. please.
An Equal Opportunities Employer. (33205) 110022

BEDFORDSHIRE
EDUCATION SERVICE
CHANTRY JUNIOR SCHOOL
Tomlinson Avenue, Luton, Beds.
Tel: 632093
Required for January 1987, an enthusiastic teacher, ability to offer Music an advantage. Applications from teachers seeking their first appointment welcome. Scale 2 post available for a suitably experienced applicant.
Application forms available from and retable to the Headmaster. S.A.E. please.
An Equal Opportunities Employer. (33202) 110022

BEDFORDSHIRE
EDUCATION SERVICE
FOREST LIN INFANT SCHOOL
Dallow Road, Luton, Beds.
Tel: 456539
Required for January 1987, or earlier if possible, an Infant trained teacher, Scale 1.
Application forms available from and returnable to the Headmistress, S.A.E. please.
An Equal Opportunity Employer. (33901) 110022

BEDFORDSHIRE
EDUCATION SERVICE
ST. STEPHEN'S R.C. PRIMARY SCHOOL
Dallow Road, Luton, Beds. LU1 1UR
Tel: 31596
Required for January 1987, a Scale 1 teacher ESL desirable for this large urban multicultural Infant School.
Application forms available from and returnable to the Headmistress. S.A.E. please.
An Equal Opportunities Employer. (33100) 110022

BEDFORDSHIRE
EDUCATION SERVICE
ST. VINCENT'S R.C. LOWER SCHOOL
Hemmerschilts Gardens, Houghton Regis, Beds.
Tel: 862456
Required for January 1987, a teacher to work initially with a class of 6 and 7 year old children. Scale 1.
Application forms available from and returnable to the Headmistress. S.A.E. please.
An Equal Opportunities Employer. (33099) 110022

BEDFORDSHIRE
EDUCATION SERVICE
ST. GEORGES LOWER SCHOOL
Garden Hedge, Leighton Buzzard, Beds.
Tel: 372095
Required for January 1987, a teacher for early learning needs. Scale 2 post available for an applicant with the ability to co-ordinate Special Needs and offer either P.E., R.E. or Maths.
Application forms available from and returnable to the Headmaster. S.A.E. please.
An Equal Opportunities Employer. (33098) 110022

BERKSHIRE
LAMBS ELLIMAN FIRST SCHOOL
Elliman Avenue, Slough
N.O.R. 332
Required for January 1987 at this mail bi-ed Infant School an enthusiastic hard-working teacher to work within a unit of 3 classes of 5 year old children. Candidates should state particular skills and interests.
Application forms and further details from the Head teacher, White Welcomed by prior arrangement. Tel: Slough 21793.
Closing date: 14th October, 1986.
An Equal Opportunity Employer. (33076) 110022

BERKSHIRE
EMMBROOK SCHOOL
Emmbrook Road, Wokingham RG11 1AR
Tel: 784000
Required for January 1987, a scale 1 teacher for a class of upper middle school children of mixed ability. Applicants should illustrate their curriculum strengths.
Application forms and further details available from the Headteacher. S.A.E. please.
Closing date: 17th October, 1986. (33219) 110022

BEXLEY
LONDON BOROUGH OF ST. STEPHEN'S R.C. PRIMARY SCHOOL
Wilkie DA16 3QG
Tel: 01-303 5713
Full-time teacher required for Junior Department for January 1987. Applicants must be able to teach Religious Education in a Roman Catholic School. The ability to take boys' games would be an advantage.
The appointment will be either Scale 1 or for a suitably qualified and experienced teacher, Scale 2 is available. Visits to the School welcomed.
Application forms available from Chief Education Officer for Schools (T.S), Town Hall, Crayford, Kent DA1 4BB. (33218) 110022

BROMLEY
WICKHAM COMMON PRIMARY SCHOOL
Gates Green Road, West Wickham, Kent BR4 9DG
Tel: 01-462 4927
For January 1987 an experienced Primary teacher to take a Reception Class for two terms.
Application forms and further details available from the Headteacher at the school (large sae please) to whom completed forms should be returned by 14th October, 1986.
ST. JOHN'S C.E. PRIMARY SCHOOL
Maple Road, Penge SE20 8HF
Tel: 01-778 5066
For January 1987 an enthusiastic experienced Primary Teacher. Initial responsibility could be for either a junior or infant class but a curriculum interest across the primary age range would be welcomed. A strong interest in curriculum development and in-service training will be important. A specific interest in MUSIC or SCIENCE would be an advantage. You should be in sympathy with the aims of a Church of England Aided School.
Application forms and further details from the Headmaster at the school (large sae please) to whom completed forms should be returned by 14th October, 1986. (32427) 110022

BUCKINGHAMSHIRE
WYCOMBE AREA
Equal Opportunity Employer
MANOR PARADE COUNTY MIDDLE SCHOOL
Ross Avenue, Hazlemere, High Wycombe HP15 7PH
Headteacher: Miss C.E. Brewster
No. on Roll: 153
Required for January 1987 a scale 1 teacher for a class of upper middle school children of mixed ability. Applicants should illustrate their curriculum strengths.
Application forms and further details available from the Headteacher. S.A.E. please.
Closing date: 17th October, 1986. (32889) 110022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
ITSELFORD COUNTY FIRST SCHOOL
Glovers Lane, Heelands, Milton Keynes
Required for January 1987, Scale 1 Teacher, to join an enthusiastic and professional team committed to the principles of an expanding Group IV school.
A knowledge of Breakthrough to Literacy and experience with Infants and Early aged children is essential.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to Headteacher, Miss M. Knight, at the above address.
Closing date: 20th October 1986. (32329) 110022

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
ELMHURST COUNTY FIRST SCHOOL
Dunsham Lane, Aylesbury, Bucks.
Headteacher: Mrs D.E. Hunt
Roll: 149 pupils
Scale 1
Required immediately, an enthusiastic committed permanent teacher with a flexible approach, to join an existing co-operative team in this interesting, multi-cultural school. The current age range for this position is a 2nd/3rd class.
Assistance with removal expenses is given in approved cases.
Application form (s.a.e.) from, and to be returned to the Headteacher at the school. (32904) 110025

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
EVERSHOLT COUNTY COMBINED SCHOOL
Church Street, Wing, Leighton Buzzard, Beds. LU7 0NY
Headteacher: M.A. Parry, B.Ed.
Roll: 328 pupils
Scale 1
Required for January 1987, permanent full-time Teacher for 6/7 year old. Experienced in and committed to Modern classroom organisation and methods in First schools.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, the Headteacher at the school. 110022

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
BREWSTER AVENUE COUNTY INFANT SCHOOL
Brewster Avenue,
Peterborough PE3 9BN
Tel: Peterborough 65092
Head Teacher: Miss E.A. Allen
Readvertisement - previous applicants will be reconsidered
Group 4
Required for January, 1987, a committed teacher for the class of reception/middle infant children. A genuine desire and an interest in the teaching of the Language experience approach is essential.
Visits to the school welcomed.
Possible housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date: 17th October. (33259) 110022

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
FULBRIDGE COUNTY INFANT SCHOOL
Kenton Road, Peterborough PE1 3JZ
Tel: Peterborough 66890
Head Teacher Designate: Mrs. M. Ashby
Group 4
Required for January, 1987: Two Scale 1 Teachers. Please specify area of curriculum expertise.
Possible housing assistance.
Further details and an application form available from the Senior Area Education Officer, Education Office, Thorpe Wood, City Road, Peterborough PE1 1UJ (s.a.e.). Closing date: 17th October. (32857) 110022

CROYDON
THE LONDON BOROUGH OF CROYDON
BYRON JUNIOR SCHOOL
81 Byron Road, Addiscombe, Surrey CR3 2XE
Tel: 668 4877
JUNIOR TEACHER SCALE
Tenable from November 1986
A vacancy exists for a teacher to take a Second Year Class whilst the Class Teacher is on maternity leave.
Enquiries welcome.
Please apply direct to the Head Teacher. (33318) 110022

CROYDON
LONDON BOROUGH OF CROYDON
ST. PETER'S PRIMARY SCHOOL
Normanton Road, South Croydon, Surrey CR2 7AR
Tel: 01-688 5414
INFANT TEACHER SCALE
Tenable from 1st January 1987
An enthusiastic and hard-working teacher, with a sound knowledge of and commitment to good primary practice, is required, to take a middle infant class initially.
Please contact the Head Teacher for further details. Preliminary visits to the school are welcomed.
Closing date 15th October, 1986. (33258) 110022

CROYDON
THE LONDON BOROUGH OF CROYDON
SPRING FARM JUNIOR SCHOOL
Briths Road, Shirley, Croydon
Tel: 01-777 6483
SCALE 1
Tenable from 1st January 1987
A vacancy will exist for a 3rd year Junior class teacher. Interested candidates please contact the Headteacher for application forms and further details. Visits welcome.
Closing date is 10th October. (33317) 110022

DEVON
COUNTY COUNCIL
Please see display advertisement on Page AX (32613) 110022

DORSET
VERWOOD C.E. FIRST SCHOOL
Howe Lane, Verwood, Wimborne BH21 6JF
(age range 5-8)
Required January 1987 an enthusiastic and experienced First School Teacher for this very new and expanding purpose built school. Scale 1.
Application forms and further details from this Headteacher on receipt of s.a.e. (97877) 110022

EAST SUSSEX
ALDRINGTON C.E. INFANT SCHOOL
Portland Road, Hove BN3 5QJ
Roll: 93
From January: Teacher for First Year Infants (Scale 1). Must be an active Christian.
Relocation grants in approved cases.
Application forms (s.a.e. please) from the County Education Officer, Education Office, County Hall, St. Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher by October 17. (33284) 110022

ENFIELD
LONDON BOROUGH OF ENFIELD
ST. EDMUND'S R.C. PRIMARY SCHOOL
Hertford Rd., London N9
Required from January, 1987, a class teacher, Scale 1, for Infant age children. The Governors wish to appoint an enthusiastic and versatile teacher who will contribute to the development of the curriculum.
The person appointed, who should be a practising Catholic, will initially be working with a class of Middle Infants.
London Allowance, £1,655. Application forms (large S.A.E.) obtainable from and to be returned to The Head Teacher by 7th October, 1986.
An equal opportunity employer. (32818) 110022

ESSEX
HOLY FAMILY R.C. PRIMARY SCHOOL
Kents Hill Road, South Benfleet
Tel: S. Ben. 792851 (Roll 453)
TEACHER, Scale 1
Required January 1987, enthusiastic teacher for Reception/Nursery class. Music an advantage. Applicants must be Catholics.
Letter of application, names of two referees to Headteacher by 10th October 1986 (closing date).
POWERS HALL COUNTY INFANTS SCHOOL
New Rd., Witham
Tel: Witham 511666 (Roll 287)
TEACHER, Scale 1
Required January 1987, thinking Infant Teacher. Possibility of Scale 2 post. Language Development, to offer suitable experience. Previous experience not essential. Closing date: 17th October. Application forms and further details from the Headteacher on receipt of s.a.e.

SILVER END COUNTY PRIMARY SCHOOL
School Road, Silver End, Witham
Tel: Silver End 81551 (Roll 306)
TEACHER, Scale 1
Enthusiastic teacher, committed to integrated approach for Top Infant class. Please state particular interests. Closing date: 10th November, 1986.
Apply direct to teacher concerned (foolscap please).

NORTHLANDS INFANT JUNIOR SCHOOLS
Wintringham Gardens, Basildon SS15 5JG
Tel: Basildon 553166
(Roll 473 Juniors; 90 Infants)
SPECIAL NEEDS TEACHER
Scale 1 (+ £583 p.a.)
Required January, to commence if possible, experienced Teacher to work in close contact with Infant and Junior Classes, to meet special needs at each level across the curriculum. Individual approach.
Apply to B.W. Jones, Education Officer, Kingswood Centre, Knares, Basildon SS15 5JG, by 6th October, 1986, for application forms and two references (foolscap please). (33101)

HAMPSHIRE
SOUTH EAST HANTS
ST. THOMAS MORE PRIMARY SCHOOL
Hooks Lane, Bedhampton, Havant, Hants.
Required January 1987, Infant teacher to take a class of 8 year olds. An interest in Art and Display would be desirable.
Letter of application, with full c.v. and names of two referees to Headteacher by 10th October, 1986.
Applications to: Chairman of Governors, St. Thomas More Primary School, Hooks Lane, Bedhampton, Havant, Hants. PO9 3BD.
Closing date 17th October, 1986. (32046) 110022

HARROW
EDUCATION COMMITTEE
ELMGROVE FIRST SCHOOL
Kenmore Avenue, Kenton, Harrow, Middx.
Tel: 907 0393
Required for January 1987 an enthusiastic teacher prepared to teach any age group within the multi-cultural First school.
Outer London Allowance Payable.
Application forms from and to be returned to the Headteacher by 15.10.86.
Please enclose stamped addressed envelope.
Harrow is an Equal Opportunity Employer. (33174) 110022

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified teachers for posts in the following schools:
ST. TERESA'S R.C. INFANT SCHOOL, Uxbridge Road, Middx. (Catholic School)
Uxbridge Road, Middx.
Tel: 01-428 8441
For January, 1987, a two terms' maternity cover post and a class of six terms.
For January, 1987, a two terms' post to cover for maternity leave and a class of six terms in the First school.
Outer London Allowance payable.
Application forms for both posts are available (see please) from the Director of Educational Services (Ref. Staffing/DJM), Mercury House, Mercury Gdns, Romford RM1 3DR and should be returned to the Chairman of Governors at the school by 7th October, 1986.
An Equal Opportunity Employer. (33121) 110022

HARROW
EDUCATION COMMITTEE
ROXBOURNE FIRST SCHOOL
Torbay Road, South Harrow, Middx. HA2 0QF
Tel: 01-422 9207
Required for January 1987, an enthusiastic teacher Scale 1 - initially to take a class of 8 year olds. An interest in Art and Display would be desirable.
Outer London Allowance payable.
Application forms from and to be returned to the school by 15.10.86. Please enclose SAE.
Harrow is an Equal Opportunity Employer. (33178) 110022

HARROW
EDUCATION COMMITTEE
STANBURN FIRST SCHOOL
Abercorn Road, Stanmore HA7 3EZ
Tel: 01-954 1423
Required from January 1987 or earlier if possible on a temporary contract until August 1987 to cover for a teacher on secondment a class teacher for year 6.
Outer London Allowance payable.
Application forms from and to be returned to the Headteacher by 15.10.86.
Please enclose stamped addressed envelope.
Harrow is an Equal Opportunity Employer. (33166) 110022

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified teachers for the following posts:
ST. TERESA'S R.C. INFANT SCHOOL, Uxbridge Road, Middx. (Catholic School)
Uxbridge Road, Middx.
Tel: 01-428 8441
For January, 1987, a two terms' maternity cover post and a class of six terms.
For January, 1987, a two terms' post to cover for maternity leave and a class of six terms in the First school.
Outer London Allowance payable.
Application forms for both posts are available (see please) from the Director of Educational Services (Ref. Staffing/DJM), Mercury House, Mercury Gdns, Romford RM1 3DR and should be returned to the Chairman of Governors at the school by 7th October, 1986.
An Equal Opportunity Employer. (33121) 110022

HEREFORD
ANGLO-WELSH LTD.
COUNTY COUNCIL
BROADWELL ST. JOSEPH'S R.C. PRIMARY SCHOOL
Ombersley Way, Droitwich.
Required from January 1987, a teacher with particular interest in Boys' P.E. and Games.
Closing date for applications 16th October 1986.
Application forms and further details are available from the Headteacher (S.A.E. please). (32875) 110022

HEREFORDSHIRE
FORRES C.P. SCHOOL
Stanstead Road, Huddeadon, Hereford HR1 1SJ
Required for January, 1986, teacher to join a dedicated and enthusiastic staff in this well equipped school. Successful applicant will be required to teach reception/middle infants. Ability to play the piano an advantage.
London Fringe allowance.
Application forms from the Headmaster, Tel: Hadnall 672 (24 hrs), to whom letters of application and names and addresses of two referees should be sent as soon as possible. (33032) 110022

HERTFORDSHIRE
MAPLE JMI SCHOOL
Hall Place Gardens, St. Albans AL1 3SW
Head of Dept: C. Ferrier
Group 4
Required for January 1987, an enthusiastic teacher (Scale 1) for a top infants class and under-threes nursery with effective form entry school.
Application forms for the Headteacher giving full curriculum vitae and the names and addresses of two referees (foolscap s.a.e. please). (33473) 110022

HERTFORDSHIRE
RICKMANSWORTH PARK SCHOOL
Park Road, Rickmansworth
Required January, a caring and enthusiastic Teacher for 2nd year Juniors.
Scale 1 + London fringe allowance £289 but possibility of Scale 2 post for suitably qualified candidate.
Application to Headteacher giving curriculum vitae and names and addresses of two referees. (324751 110022

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Please see under Special Scale 1(s). (32780) 110022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOWNSVIEW CP JUNIOR SCHOOL
Beech Avenue, Swanley, Kent BR8 8AU
Roll: 184
Required for January 1987 Scale 1 teacher for a mixed ability First Year Junior Class.
Further information and application forms available from the Headteacher (S.A.E. please). At the school.
Possibility of help with temporary housing in appropriate cases.

SHORNE CE PRIMARY SCHOOL
Cob Drive, Shorne, Gravesend, Kent DA12 3DU
Junior Teacher to take responsibility for P.E. and games throughout the school and run school football team.
Newly qualified teachers welcome to apply.
Application form and further details from the Headteacher of the school.
Closing date: October 24th, 1986.
Possibility of help with temporary housing in approved cases.

SOUTH KENT AREA
ST. MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL
Warren Road, Folkestone, Kent CT19 6QH
Required January 1986 or as soon as possible thereafter.
Teacher Scale 1 First Year Juniors.
Teacher Scale 1 Reception Infants.
Applicants should indicate areas of the curriculum in which they have special interest/experience. Music would be an advantage.

SMEETH CP SCHOOL
Smeeth, Ashford
Required January 1987, an experienced Infant Teacher for reception class.
Application forms, giving two references to the Headteacher as soon as possible. (33338) 110022

KINGSTONUPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
BUCKLAND INFANTS SCHOOL
Buckland Road, Chessington, Surrey KT9 1EB
Tel: 01-397 3951
No. on Roll: 308
For January 1987 an experienced enthusiastic Infant/Nursery teacher required. Special interest in physical education and swimming would be an advantage.
Scale 1 post. (A Scale 2 post may be available for a particularly experienced candidate).
London Allowance £786.
Application forms are available from the Director of Recreation and Recreation, Guildhall, Kingston Upon Thames, Surrey KT1 1EU (s.a.e. please). Completed forms should be returned to the Headteacher at the school by Wednesday 15th October 1986. (32557) 110022

KINGSTONUPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
COOMBE HILL JUNIOR SCHOOL
Coombe Lane West, Kingston Upon Thames, Surrey KT2 7DD
Tel: 01-949 1743
No. on Roll: 300
For January 1987 an experienced teacher required for LOWER JUNIORS. Applicants should be strong all-rounders, hard-working and enthusiastic. They should also be willing to participate fully in the general life of the school.
Scale 1 post. London Allowance £786.
Application forms are available from the Director of Education and Recreation, Guildhall, Kingston Upon Thames, Surrey KT2 7EU (s.a.e. please). Completed forms should be returned to the Headmistress at the School by Wednesday 15th October 1986. (32557) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HOLY CROSS R.C.(A) PRIMARY SCHOOL
Stoneby Avenue, Leicester LE2 6TY
Roll (280 for January 1987)
SCALE 1
Required for January 1987 experienced and enthusiastic teacher for middle infants. Music useful but not essential.
Please contact the Headteacher for further details and application forms (SAE). (32880) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ST. PETER AND ST. PAUL C OF E PRIMARY SCHOOL
Upper Hastings Street, Leicester LE4 0HR
ROLL 435
SCALE 1
Required for January 1987, an enthusiastic and committed teacher, initially to take class of mixed top and middle infants. An ability to Music is very desirable. Practising communicant member of the Church of England preferred.
Application forms and further details from the Headmaster Mr I.N. Apples).
Please contact the Headteacher for further details and application forms (SAE). (33127) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
STOKES WOOD PRIMARY SCHOOL
Blackmill Avenue, Leicester LE4 9BX
Roll 223
SCALE 1
Required January enthusiastic, hard working teacher for infants, initially for a class of 5 year olds but prepared to teach across the primary age range.
Please contact the Headteacher for further details and application forms (SAE). (33130) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
FOLVILLE JUNIOR SCHOOL
Folville Rise, Leicester LE5 1EE
Roll 311
PERMANENT SCALE 1
Required from January 1987 to take a class at second year Juniors. Post would involve working on the continuing development of the maths curriculum throughout the school. Other strengths would be in environmental studies and outdoor education.
Please contact the Headteacher for further details and application forms (SAE). (33019) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
C OF E PRIMARY SCHOOL
Fairfield Road, Market Harborough, Leics. LE16 9QH
Roll 361
SCALE 1
Required January a scale 1 teacher initially for first year Juniors, with additional interests in Environmental Studies, Geography and History to develop the curriculum throughout the school.
Please contact the Headteacher for further details and application forms (SAE). (33015) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
KNIGHTON FIELDS PRIMARY SCHOOL & COMMUNITY CENTRE
Thackeray Street, Leicester LE3 5NP
Roll 233
SCALE 1
Required January 1987 a teacher experienced in working with young primary children. The ability to play the piano is essential and some knowledge of remedial teaching desirable.
Please contact the Headteacher for further details and application forms (SAE). (33083) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ST. CHARLES R.C. PRIMARY SCHOOL
Beaumont Road, Wigginsham, Burton on Trent, Staffs. DE15 0LD
ROLL 82
SCALE 1
Required January 1987 Scale 1 Primary School Teacher. Must have Infant experience. State interests. Practising Catholic essential.
Please contact the Headteacher for further details and application forms (SAE). (33128) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SPINNEY HILL PRIMARY SCHOOL & COMMUNITY CENTRE
Ventnor Road, Leicester LE5 5EJ
ROLL 529
SCALE 1
Required January experienced teacher to support and be involved in language development work with infant aged children in a multi-cultural primary school. Ability to speak an Asian language would be an asset. Please indicate curriculum strengths and interests.
Scale 2 possibly available for someone with appropriate experience.
Please contact the Headteacher for further details and application forms (SAE). (33132) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SPINNEY HILL PRIMARY SCHOOL & COMMUNITY CENTRE
Ventnor Road, Leicester LE5 5EJ
ROLL 529
SCALE 1
Required January experienced, enthusiastic teacher able to teach all infant age groups, but particularly reception children. An interest in gymnastics would be useful.
Please contact the Headteacher for further details and application forms (SAE). (33129) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MOWMACRE HILL PRIMARY SCHOOL
Tedwith Road, Leicester LE4 9NO
ROLL 340
SCALE 1
Required January 1987, an enthusiastic teacher for a transition class with experience of both infant and junior children.
Please contact the Headteacher for further details and application forms (SAE). (33125) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
RYHALL C OF E PRIMARY SCHOOL
Ryhall, Stamford, Lincs.
ROLL 162
SCALE 1
Required January 1987 experienced, enthusiastic teacher able to teach all infant age groups, but particularly reception children. An interest in gymnastics would be useful.
Please contact the Headteacher for further details and application forms (SAE). (33129) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ST. CHARLES R.C. PRIMARY SCHOOL
Beaumont Road, Wigginsham, Burton on Trent, Staffs. DE15 0LD
ROLL 82
SCALE 1
Required January 1987 Scale 1 Primary School Teacher. Must have Infant experience. State interests. Practising Catholic essential.
Please contact the Headteacher for further details and application forms (SAE). (33128) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BEAUMONT LODGE PRIMARY SCHOOL
Beaumont Lodge Road, Beaumont Leys, Leicester LE4 1GW
SCALE 1
Required January for this newly opened child centred primary school, a teacher to work, as part of a team, initially with 5-7 year olds. An interest in open plan methods is essential as is a willingness to take the total integration of visually impaired pupils.
Please contact the Headteacher for further details and application forms (S.A.E.). (33156) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BEAUMONT LODGE PRIMARY SCHOOL
Beaumont Lodge Road, Beaumont Leys, Leicester LE4 1GW
SCALE 1
Required January 1987 a lively and enthusiastic teacher with infant/nursery experience for this large mixed urban Nursery.
Please contact the Headteacher for further details and application forms (SAE). (33130) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
RYHALL C OF E PRIMARY SCHOOL
Ryhall, Stamford, Lincs.
ROLL 162
SCALE 1
Required January 1987 experienced, enthusiastic teacher able to teach all infant age groups, but particularly reception children. An interest in gymnastics would be useful.
Please contact the Headteacher for further details and application forms (SAE). (33129) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MOWMACRE HILL PRIMARY SCHOOL
Tedwith Road, Leicester LE4 9NO
ROLL 340
SCALE 1
Required January 1987, an enthusiastic teacher for a transition class with experience of both infant and junior children.
Please contact the Headteacher for further details and application forms (SAE). (33125) 110022

LINCOLNSHIRE
STURTON-BY-STOW CP SCHOOL
Sturton-by-Stow, Lincoln LN1 2JS
(Group 3 - Roll 113)
Enthusiastic teacher (Scale 1) required for January, 1987.
Applicants should outline their previous teaching experience as well as state their current main interests and strengths.
S.A.E. to Headmaster for application form and further particulars.
Closing date, 17th October, 1986. (T1701) 110022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
POPLAR PRIMARY SCHOOL
Poplar Road South, London SW19 3JZ
Tel: 01-542 6989
Head Teacher: Miss D.L. May
Age Range: 5-19 years
No. on roll: 241
Required January, 1987 a temporary Teacher of 4 5-5 year old class to cover maternity leave.
CLOSING DATE, A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (32648) 110022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
ALFRED MIZEN PRIMARY SCHOOL
Abbotts Road, Mitcham, Surrey CR4 1JW
Tel: 01-679 3707
Head Teacher: Mrs J. Norris
Age Range: 3-9 years
No. on Roll: 204
Required January, 1987 temporary Scale 1 teacher for a 4-5 year old class as maternity leave cover.
CLOSING DATE: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (32646) 110022

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. FRANCIS R.C. JUNIOR SCHOOL
Bow Street, Stratford E15 1HD
Head Teacher: Mrs. C. Carey
Number on Roll: 370
Required January 1987,
Teacher of Lower or Middle Juniors Scale 1.
Teacher for lower or middle Juniors, must be committed catholic, preferably with religious teaching certificate.
Visits welcome.
London Allowance £1110.
Application forms (s.a.e. please) available from Director of Education, to whom completed forms should be returned by 14th October 1986. Education Office, 379/383 High Street, Stratford E15 4RD. (33466) 110022

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. ANTONY'S R.C. INFANT SCHOOL
Upton Avenue, London E7 0QB
Head Teacher: Mrs A.M. Baxter
Number on Roll: 150
Required as soon as possible, Infant Teacher Scale 1.
An enthusiastic class teacher willing to take part in the life of the School. Applicants should be practising Roman Catholics. Visits to the school are most welcome.
London Allowance £1,110.
Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by 14th October 1986. Education Office, 379/383 High Street, Stratford E15 4RD. (32463) 110022

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. FRANCIS R.C. JUNIOR SCHOOL
Bow Street, Stratford E15 1HD
Head Teacher: Mrs. C. Carey
Number on Roll: 370
Required January 1987,
Teacher of Lower or Middle Juniors Scale 1.
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Visits welcome.
London Allowance £1110.
Application forms (s.a.e. please) available from Director of Education, to whom completed forms should be returned by 14th October 1986. Education Office, 379/383 High Street, Stratford E15 4RD. (33466) 110022

NORFOLK
COUNTY COUNCIL
COTTESSEY ST. AUGUSTINE C.E.(A) PRIMARY SCHOOL
19 West End, Cottesfey, Norwich NR9 5AA
Scale 1 TEACHER required from January 1987. Must be practising catholic although an interest in boys games would be an advantage.
Forms from and returned to Head Teacher at School (SAE please). (32014) 110022

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
2nd 3rd C.E.
AIDS PRIMARY SCHOOL
Pix Lane, Steeple Aston, Oxon. OX5 3AP
Required for January 1987 a full time teacher of Infants for this group 3 school. All things being equal the Governors would wish to appoint a practising Christian. Music an advantage.
Further details and an application form obtainable from the Headmistress. SAE please. (33867) 110022

FURTHER EDUCATION
GLOUCESTERSHIRE COLLEGE OF ARTS & TECHNOLOGY
Computing, Electronic and Mathematical Studies
The College seeks a
HEAD OF DEPARTMENT
(GRADE VI)
An extensive range of Higher and Further Education courses, a large programme of contract work and significant research characterise the department.
Managerial competence, professional standing and commitment to development are essential requirements of the post
Post and College documentation are obtainable from:
College Personnel Officer, GlosCAT, Oxstalls Lane, Gloss. GL2 9HW (tel: 0452 429740) to whom letters of application should be sent. Please quote Ref. 9G7R001.
Closing date: 17th October, 1986.

PRIMARY EDUCATION
SCALE 2 POSTS
HIGHAM C. OF E. (CONTROLLED) PRIMARY SCHOOL
Wethertelgh Drive, Highnam, Glos. Tel: Glos. 25872.
(280 on roll).
TEACHER
Required from January 1987, a teacher for juniors Scale 2 post available for a suitably experienced candidate who is able to offer curriculum leadership, preferably in Humanities. Girls' Games desirable.
Forms and further details from Head Teacher, enclose S.A.E.
CASTLE HILL PRIMARY SCHOOL
Abbotswood Road, Brockworth, Glos. GL3 4NU.
TEACHER
Required 1st January 1987, teacher for lower juniors with ability to take a curriculum lead in language development and an interest in Girls' Games.
S.A.E. for job description and forms to Head Teacher
SCALE 1 POSTS
NORTH CERNEY C. OF E. SCHOOL
North Cerney, Cirencester, Glos. GL7 7BZ. (N.O.R. 91).
TEACHER
Required for January 1987. Full-time teacher required for top infants/lower junior class in this expanding school. Must be enthusiastic and capable of meeting the many varying demands of the smaller school.
Forms and further details from Head Teacher (S A E).
ROWANFIELD INFANTS SCHOOL
Alstone Lane, Cheltenham GL51 8HY. (N.O.R. 252).
TEACHER
Required for January 1987. Infant teacher. Enthusiasm for working an integrated day essential. Responsibility is for a middle school class initially but applicants should be willing to teach the whole age range.
Letter of application with full c.v. and names and addresses of two referees to Head Teacher (enclose S.A.E.)
Gloucestershire County Council

LONDON BOROUGH OF HAVERING
PRIMARY TEACHER – SCALE 1
required for January 1987
Applications are invited from enthusiastic NEWLY QUALIFIED and EXPERIENCED TEACHERS who are seeking the opportunity to work with children in the 4+ to 11 age range in a lively and caring authority, and to play an active part in the education service it provides. Havering offers excellent professional support for its teachers at all stages of their careers, including on average over 100 in-service courses each term. In addition, NEWLY QUALIFIED teachers are released from their teaching commitment for one session per week to enable them to receive special in-service training as part of the support provided for them by the Authority in their probationary period.
Havering, one of the largest London Boroughs, is well placed on the edge of the Essex countryside and yet within easy reach of London, and all its facilities, to which there is easy access via public transport, both road and rail.
London Weighting £726 per annum.
Havering
Application forms are available (see please) from the Director of Educational Services (ref Staffing/PJM), Mercury House, Mercury Gdns, Romford RM1 3DR. Please state whether newly qualified or experienced so that you may be sent the appropriate application form. (3302)

PRIMARY EDUCATION
continued

NORTH YORKSHIRE

Required from January 1987, Scale 1 teachers for the following schools candidates with mid and curricular interests & strengths.

HOOKSTONE CHASE CP
Harrogate

Adaptable, creative teacher to be responsible for needs of primary age children.

NEW PARK CP
Harrogate

For younger infant middle class.

Application forms, returnable s.a.e.p. from Area Education Officer, 89 Grove Road, Harrogate HG1 5EH (see please).

DANBY CE
Ainthrops Lane, Danby, Whitby

Infant teacher 4-7 yrs. Music advantage.

HINDERWELL CP
Seamer Road, Scarborough YO12 4HF

a) Junior Teacher to take boys PE/Games.

b) Junior Teacher with interest in art/craft.

c) Teacher to cater for Special Needs. Qualifications or experience in Special Education/remedial work an advantage.

d) Teacher with interest in Infant & Junior work.

e) Infant teacher with interest in Music and ability to play piano.

f) Nursery teacher to join enthusiastic team.

WILLERBY, STAXTON CP
Staxton, Scarborough YO12 4SF

Responsibility for infant class. Science an advantage.

Application forms from and returnable to Headteacher of relevant school by 17.10.86 (see please).

CARLTON IN SNAITH CP

Required January '87 or earlier if possible Teacher (Gr. 2). First Years, Juniors. Music an advantage, pianist essential.

Application forms, returnable 18.10.86, from Dept. Area Education Office, 80 Piccadilly, York YO1 1PW (see please). (33116) 110028

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE

ST. MARGARET'S CE PRIMARY SCHOOL
Hive Street, Hollinwood, Oldham

JUNIOR TEACHER - Scale 1

Required for January 1987, to fit into this open plan primary school.

Applicants should be committed to a child centred philosophy. A flexible teaching/learning situation operates within the school centred on a group based integrated day.

Communicant member of the Church of England preferred. A permanent post may be available for a suitable candidate.

Application forms (see) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to Father A. George, c/o the School by 17th October. (38336) 110032

SHROPSHIRE

DAWLEY ST LEONARDS C OF E (AIDED) JUNIOR SCHOOL
Off Alma Avenue, Dawley, Telford, Shropshire TF4 3ED

Tel: Telford 505172

Required for January 1987, Permanent, full-time Scale 2 Teacher of Infants, to take responsibility for a Top Infant Class. A commitment to a direct experience approach and parental involvement is essential.

Please state strengths and interests. (S.P.A. payable).

Application form and details from the Head to be returned by 10th October 1986 (SAE required). (32792) 110033

SOLIHULL
EDUCATION COMMITTEE
INFANT VACANCIES

The Authority is anxious to fill the following Scale 1 posts as soon as possible:

ALCOTT HALL J.I. SCHOOL (Infant Class)
BURDON FARM J.I. SCHOOL (Initially Reception Class)
KINGSHURST INFANT SCHOOL (Initially Reception Class)
YORKSWOOD J.I. SCHOOL (Initially Middle Infant Class)

Further details and application forms from Director of Education, P.O. Box 30, Council House, Solihull, West Midlands B91 3QD to whom they should be returned by noon on 20th October 1986. Applicants need submit only one application form but should state clearly for which post or posts they wish to be considered.

TEACHER Scale 1
STREESBROOK INFANT SCHOOL
Ralph Road, Shirley, Solihull, West Midlands B90 3LB
Tel: 021 744 3343

Required for January 1987 to work in Nursery in first instance but with willingness to work throughout school.

Send s.a.e. to Headteacher for application form. Closing date: 20th October 1986. (32737) 110022

SUSSEX
BISHOP TUFNELL C OF E (AIDED) FIRST SCHOOL
Hogner Regis

Required January, 1987: Enthusiastic Scale 1 permanent teacher willing to work as part of a team in this semi-open plan Church School, with interest in curriculum development and community involvement.

Application form and further details available from the Headteacher, Bishop Tufnell C.E. (Aided) First School, Pennyfields, Felpham, Bognor Regis PO22 8BN. (s.a.e. please). Closing date 13th October 1986. (33814) 110052

WILTSHIRE

Please see display advertisement under Primary Institutions. Page 40. (31588) 110022

Remedial and Special Needs Teaching Posts

Heads of Department

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
ASSESSMENT AND LEARNING SUPPORT SERVICE
(ALSS)
Ref: EDR/1242

The Authority has established the ALSS as a service designed to support pupils with special educational needs in mainstream schools, mainly in the primary sector.

Required from January 1987 an AREA HEAD (Burnham Senior Teacher Scale) responsible for the co-ordination of the service within one of three geographical areas (initially Halifax) of Calderdale. Applicants should have significant special educational needs experience, preferably with an advanced qualification.

Application forms and further details may be obtained from, on receipt of a foolscap s.a.e.) from the Chief Education Officer, Northgate House, Northgate, Halifax HX1 1UN, to whom completed forms should be returned quoting post reference number EDR/1242 by 17th October 1986.

The Council is committed to be an Equal Opportunities employer and welcomes applications from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (38051) 111018

Scale 2 Posts and above

CAMBRIDGESHIRE
(Equal Opportunity Employer)

HUNTINGDON AREA

WINHILLS COUNTY INFANT SCHOOL
St. Neots, Huntingdon, Cambs.

We are looking for a teacher capable of working initially in the Infant School, who will subsequently head a team of class teachers in the formation of a Special Education Resource Centre. This R.S.C. will serve both the Infant and Junior Schools as well as carrying on some outreach work with neighbouring primary schools.

This new appointment is intended to extend existing developments involving nearby Pavys Road Special School. It is hoped to appoint for Easter or earlier if possible.

Application forms and further details from the Senior Area Education Officer, Cromwell House, Princes Street, Huntingdon, Cambs. (S.A.E. please).

Closing date: 20th October. (32858) 111020

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL

RE-ADVERTISEMENT

COUPALS COUNTY INFANT SCHOOL
Chalkstone Way, Haverhill

(Age Range 5-9 : 185 on roll)

Required from January 1987, a Scale 1 Teacher for Designated Area Special Class (Code 1 plus Special Class Allowance) for seven to nine year olds.

Further details and application forms available from the Headteacher at the school (s.a.e. please) to whom they should be returned as soon as possible.

Closing date: Friday 10th October. (33867) 111019

WEST SUSSEX
EDUCATION DEPARTMENT
INFANTS TEACHERS
ASHURST C.E. PRIMARY SCHOOL
Infant Teacher Scale 1
Required immediately. Applicants will be experienced, with music ability, and preferably C.E. communicant. School in rural location and own transport may be needs.

Further details and application form available from the Headmaster, Ashurst (Aided) School, Ashurst, Nr. Steyning, West Sussex (s.a.r.e. Please). (38785) 110034

WEST SUSSEX
EDUCATION DEPARTMENT
TEACHERS - SCALE 1
ALTON C.E. (CONT.) PRIMARY SCHOOL
(Group 3)

Required January 1987, an enthusiastic and adaptable Scale 1 teacher initially for Middle Junior age Group. Must be willing to contribute to the whole life of the School. Musical ability an advantage, but not essential.

Application form and further details available from the Headteacher, Alton C.E. (Cont.) Primary School, Upper Anstey Lane, Alton, Hants GU34 3EG (s.a.e. please). (38926) 111022

Middle School Education

Headships

DORSET
READVERTISEMENT
FERNDOWN C. MIDDLE SCHOOL
Church Road, Ferndown
Age range 9-13
Required April, 1987 HEAD-TEACHER (GROUP 7).

Details and application form from the Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6EE on receipt of s.a.e. Would previous applicants please indicate if they wish to be reconsidered. (33163) 120010

DORSET
READVERTISEMENT
FERNDOWN C. MIDDLE SCHOOL
Church Road, Ferndown
(Age range 9-13)
Required April, 1987 HEAD-TEACHER (GROUP 6).

Details and application form from the Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6EE on receipt of s.a.e. Would previous applicants please indicate if they wish to be reconsidered.

Closing date 17 October 1986. (37873) 120010

Deputy Headships
Second Masters/ Mistresses

NORTHUMBERLAND
HEXHAM COUNTY MIDDLE
Eastgate, Hexham NE46 1BL
Required from January 1987 a DEPUTY HEADTEACHER for this Group 6 Middle School.

Application forms, returnable within 14 days forward foolscap s.a.e. to the Headteacher. (37847) 130012

By Subject Classification

Art and Design

Scale 2 Posts and above

HARROW
EDUCATION COMMITTEE

BELMONT MIDDLE SCHOOL
Hibbert Road, Harrow Weald HA3 7JT

Tel: 01-427 0503

Required for January 1987, a lively and enthusiastic class teacher, who is able to take responsibility for Art/Craft throughout the age range of this multi-cultural Middle School. A Scale 2 post is available for a suitably qualified and experienced candidate.

Outer London Allowance Payable.

Application forms from and to be returned to the head of the School by 15th October 1986.

Harrow is an Equal Opportunities Employer (33176) 121280

SUFFOLK
COUNTY COUNCIL

NEEDHAM MARKET MIDDLE SCHOOL
Needham Market, Ipswich

(mixed comprehensive 9-13: 285 on roll)

Required from January, 1987 DESIGN CO-ORDINATOR (Scale 2) to oversee the development of a Design Curriculum involving strong cross-curricular links and to teach some C.D.T. Newly-equipped C.D.T. area.

Further details and application forms available from the Headteacher at the school (s.a.e. please) to whom they should be returned as soon as possible. (35993) 121320

English

Scale 2 Posts and above

SURREY
EDUCATION COMMITTEE
ST. JOSEPH'S R.C. MIDDLE SCHOOL
Aldershot Road, Guildford
Scale 2 teacher required for January, 1987. Only RE and enthusiastic teacher for the co-ordinator of English throughout the school with responsibility for a second year middle school class.

Previous applicants will be considered.

Application form and details from the Headteacher. S.A.E. please.

Closing date: Friday 10th October. (33847) 121322

Scale 1 Posts

BERKSHIRE
ST. PETER'S C.E. MIDDLE SCHOOL
Crimp Hill Road, Old Windsor SL4 2QY

Required January 1987, a qualified teacher (0.9) mainly for ENGLISH with the 3rd and 4th years at this 9-13 2tr middle school.

Application form and further details from the Headmaster.

No Closing Date.

An Equal Opportunity employer. (33070) 120442

Humanities

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
HOLMEMEAD MIDDLE SCHOOL
Mead End, Biggleswade, Beds. SG18 8EU
Tel: Biggleswade 318123

Required for January 1987, an outstanding teacher to be Head of Humanities (integrated Geography, History and Religious Education) and at least 1 year tutor, Scale 3.

Application forms and further details from the Head, S.A.E. please.

Closing date: 13th October.

An Equal Opportunities Employer. (33079)

Mathematics

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST AREA
NEW ASH GREEN MIDDLE SCHOOL
(9-13) - Group 7
SCALE 2 POST AVAILABLE JANUARY 1987

A general teacher is required with Primary or Middle School experience for a Scale 2 post, as second in charge of Mathematics in the school. This teaching will work closely with the head of Mathematics and involved in developing a new, individualised learning scheme, promoting active investigatory work of all year. This is a challenging position in this 5 year old purpose built middle school.

Please contact the Headmistress for further details. Possibility of help with temporary housing in approved cases.

Closing date: 17th October, 1986.

Hope to interview in November 1986.

Miss Kathleen M. Knowles, Headmistress, New Ash Green Middle School, Ash Road, New Ash Green, Nr. Dartford, Kent DA3 8JZ. (33826) 123420

SUFFOLK
COUNTY COUNCIL

PARKWAY MIDDLE SCHOOL
Park Road, Haverhill

(mixed comprehensive 9-13 : 400 on roll)

Required for January, 1987, a MATHEMATICS CO-ORDINATOR (Scale 2) for this purpose built middle school. The curriculum has a strong cross-curricular approach, and the post represents one of two key posts involved in the development of this policy.

Further details and application forms are available from the Headteacher at the school (see please) to whom they should be returned as soon as possible. The Area Education Officer, Suffolk County Council, Shire Hall, Bury St. Edmunds, Ipswich. (33669) 123420

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
ST GREGORY'S R.C. MIDDLE SCHOOL
Biddenham Turn, Bedford MK40 4AX
Tel: Bedford (0234) 354649

Required for January 1987, a teacher (9-13 - age range) with the ability to offer Mathematics and/or Computers, Scale one.

The governors would particularly welcome applications from practising Catholics.

Application forms and further details from the Headteacher, SAE please.

Visits to the school are welcomed by prior arrangement.

Closing date: 13th October 1986.

Modern Languages

Scale 2 Posts and above

HARROW
EDUCATION COMMITTEE

STAG LANE MIDDLE SCHOOL
Collier Drive, Edgware, Middlesex

Tel: 958 2121

Required for January 1987, an experienced enthusiastic teacher of this 9-13 Middle School, with responsibility for curriculum development. Ability to help with staff development also desirable.

Scale 2 for suitable candidate.

Outer London Allowance Payable.

Application forms and to be returned to the Headteacher by 15th October 1986. Please enclose addressed envelope.

Harrow is an Equal Opportunity Employer (32673)

Music

Scale 2 Posts and above

HAMPSHIRE
ALDERMOOR MIDDLE SCHOOL
Lord's Hill Centre Rise, Southampton SO1 6EX
(8-13 Years)

Required January 1987, a Classroom Teacher for Music. S.A.E. to School for details.

Applications by letter to Head with c.v. and names of two educational referees by 15th October. (32759)

HARROW
EDUCATION COMMITTEE

BELMONT MIDDLE SCHOOL
Hibbert Road, Harrow Weald, HA3 7JT

Tel: 427 0503

Required for January 1987, an enthusiastic Music teacher who is able to contribute Music throughout the age range of this multicultural middle school. A commitment to class music is essential. A Scale 2 post is available for a suitably qualified and experienced candidate.

Outer London Allowance Payable.

Application forms from and to be returned to the Head of the School by 15th October 1986.

Harrow is an Equal Opportunity Employer (32674)

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL

BECCLES MIDDLE SCHOOL
Castle Hill, Beccles NR34 9BD
190

9-13 : 451 Pupils

Required for January 1987 a Teacher responsible for music (Scale 1), for a start other than offered.

Application forms and further details available from the Headteacher at the school (telephone 0502 (65095) 712159) as soon as possible. (33877)

Physical Education

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
HOLMEMEAD MIDDLE SCHOOL
Mead End, Biggleswade, Beds. SG18 8EU
Tel: Biggleswade 318123

Required for January 1987, a Teacher responsible for Physical Education throughout the school. Ability to contribute to other areas of the curriculum. Ability to teach P.E. an advantage.

Please state other subjects and professional interests in application to Barbara Norton (Acting Head Teacher) Edenbridge 862217. Closing date 16 October. (33151) 124620

MIDDLE SCHOOL EDUCATION
continued

Rural Science

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
ETHENBRIDGE MIDDLE SCHOOL
High Street, Edenbridge, Kent TN8 5AB
Pupils 9-13. Roll 350 (approx)
Group 7
Required January 1987 a CO-ORDINATOR IN ENVIRONMENTAL STUDIES (Scale 2/3) Teacher to make major contribution to this area of the curriculum. Ability to teach P.E. an advantage.

Please state other subjects and professional interests in application to Barbara Norton (Acting Head Teacher) Edenbridge 862217. Closing date 16 October. (33151) 124620

Science

Scale 2 Posts and above

HAMPSHIRE
WESTON PARK MIDDLE SCHOOL
Weston Lane, Southampton SO2 9HE

(8-12 years)

Required January Scale 3 - senior management with responsibility for Physical Science. S.A.E. to School for full details.

Applications by letter to Head with c.v. and names of two educational referees by 15th October. (32650) 124820

SUFFOLK
COUNTY COUNCIL

PARKWAY MIDDLE SCHOOL
Park Road, Haverhill

(mixed comprehensive 9-13 : 400 on roll)

Required for January, 1987, a SCIENCE CO-ORDINATOR (Scale 2) for this purpose built middle school. The curriculum has a strong cross-curricular approach, and the post represents one of two key posts involved in the development of this policy.

Further details and application forms are available from the Headteacher at the school (see please) to whom they should be returned as soon as possible. The Area Education Officer, Suffolk County Council, Shire Hall, Bury St. Edmunds, Ipswich. (33669) 123420

Scale 1 Posts

HERTFORDSHIRE
EDWINSTREE MIDDLE SCHOOL
Norfolk Road, Huntingford, Herts.
Tel: Royston (0763) 71446

Required from January 1987 for two terms only a teacher who can effectively contribute towards Science teaching throughout the School and offer some general subjects with the 1st year group.

Apply with full details and the names of two referees to the Headmaster as soon as possible; further details from the Headmaster. (33059) 124822

Other than by Subject Classification

Heads of Department

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER

ST. THOMAS OF CANTERBURY R.C. MIDDLE SCHOOL
Commonside East, Mitcham, Surrey CR4 1HY
Tel: 01-648 0869
Head Teacher: Mr T.J. Regan
Age Range: 9-13 years
Size on roll: 361
Required for January a Scale 3 Head of First Year. This is a temporary post to cover maternity leave.

CLOSING DATE: A.S.A.P.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (32650) 125618

Scale 1 Posts

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER

CRANMER MIDDLE SCHOOL
Cranmer Road, Mitcham CR4 4XU
Tel: 01-648 2621
Head Teacher: Mrs H. Ramsey
Age Range: 9-13 years
No: on roll 470
Required from January a Scale 1 Assistant Teacher for 5-10 year olds. General subjects with P.E. a plus.

CLOSING DATE: 13th October, 1986.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (32649) 125622

SHROPSHIRE
STIRCHLEY MIDDLE SCHOOL
District Centre, Stirchley, Telford, Shropshire TF3 1FD

Tel: Telford 591856

9-13 Middle School

Required for January 1987. Temporary, Full-time Scale 2. Science for a third year class for two terms in the first instance. Interest in Girls Games an advantage.

Application forms and details from the Head (SAE). Closing date 10 October 1986. (32447) 125622

SURREY
EDUCATION COMMITTEE
SOUTH AREA COUNTY MIDDLE SCHOOL
Ash Church Road, Ash, Aldershot, Hants. GU12 6LY
Required temporary teacher for Spring and Summer Terms '87 for 4th year class.

Applications from the Headteacher (s.a.e. please) to whom the completed application forms should be returned. (33242) 125622

WEST SUSSEX
EDUCATION DEPARTMENT
UPTON NORTH FIRST AND MIDDLE SCHOOL
Granton Drive, Pound Hill
Scale 1
Experienced and enthusiastic teacher required for 2nd and 3rd year Middle School.

Please write giving details and particular strengths.

Application forms from Area Education Office, Goffs Park House, Old Horsham Road, Crawley on receipt of s.a.e. (33307) 125625

Secondary Education

Headships

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 63. (32604) 130010

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WIRRAL GRAMMAR SCHOOL FOR BOYS
Cross Lane, Bebington, Wirral L63 3AQ
(N.G.R. 878 inclining 208 in 6th Form)

Required for 1st May, 1987 HEAD TEACHER

for the Group 11 Grammar School. The Authority is currently considering a programme of consultation in this part of Wirral with a view to the possible reorganisation of Schools on Comprehensive lines.

Application forms and further details are available on receipt of S.A.E.) from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH, to whom completed forms should be returned by 31st October, 1986.

CALDAY GRANGE GRAMMAR SCHOOL FOR BOYS
Grammar School Lane, West Kirby, Wirral L48 8AU
(N.G.R. 1052 including 265 in 6th Form)

Required for 1st May, 1987 HEAD TEACHER

for this Group 12 Grammar School. The Authority is currently considering a programme of consultation in this part of Wirral with a view to the possible reorganisation of Schools on Comprehensive lines.

Application forms and further details are available (on receipt of S.A.E.) from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH, to whom completed forms should be returned by 31st October, 1986. (33867) 130010

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Scale 1 Posts

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER

CRANMER MIDDLE SCHOOL
Cranmer Road, Mitcham CR4 4XU
Tel: 01-648 2621
Head Teacher: Mrs H. Ramsey
Age Range: 9-13 years
No: on roll 470
Required from January a Scale 1 Assistant Teacher for 5-10 year olds. General subjects with P.E. a plus.

CLOSING DATE: 13th October, 1986.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (32649) 125622

SUFFOLK
COUNTY COUNCIL

PARKWAY MIDDLE SCHOOL
Park Road, Haverhill

(mixed comprehensive 9-13 : 400 on roll)

Required for January, 1987, a CO-ORDINATOR (Scale 2) for this purpose built middle school. The curriculum has a strong cross-curricular approach, and this post represents one of two key appointments involved in the development of this policy.

Further details and application forms are available from the Headteacher at the school (see please) to whom they should be returned as soon as possible. The Area Education Officer, Suffolk County Council, Shire Hall, Bury St. Edmunds, Ipswich. (33669) 123420

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
ST GREGORY'S R.C. MIDDLE SCHOOL
Biddenham Turn, Bedford MK40 4AX
Tel: Bedford (0234) 354649

Required for January 1987, a teacher (9-13 - age range) with the ability to offer Mathematics and/or Computers, Scale one.

The governors would particularly welcome applications from practising Catholics.

Application forms and further details from the Headteacher, SAE please.

Visits to the school are welcomed by prior arrangement.

Closing date: 13th October 1986.

Secondary Education

Headships

HEREFORD AND WORCESTER
COUNTY COUNCIL

BEWDLEY HIGH SCHOOL
Stourport Road, Willbraham, Bewdley, Worcestershire DY12 1BL

Required from Summer Term 1987, to join Senior Management Team and take a full and agreed share of responsibility. The school has TVEI and LPVE courses and is a National Curriculum Award holder. Vacancy due to Headship. Relocation allowance payable in approved cases.

Application from and further information from South West Essex Area Education Office, The Square, Basildon SS14 5HX (foolscap s.a.e. please).

DEPUTY HEAD

Required for January 1987; Applications for Deputy Head (Second Master/Mistress) are invited from well qualified teachers of experience and proven ability committed to the development of Catholic Education. A person is sought who is ready to bring into the whole school view and is able to share in the curricular, pastoral and pastoral responsibilities of the senior management group of three Deputy's.

Application forms and further particulars and accompanying letter of application to Headteachers.

Closing date: 13th October 1986. (33016) 130012

ESSEX
BILLERICAY SCHOOL
School Road, Billericay CM12 0AR (tel: 02774 59121)
(Built 1956 & 230 Sixth Form)
FIRST DEPUTY HEAD Group 12 (London Fringe Allowance)
(January 1987). To join Senior Management Team and take a full and agreed share of responsibility. The school has TVEI and LPVE courses and is a National Curriculum Award holder. Vacancy due to Headship. Relocation allowance payable in approved cases.

Application from and further information from South West Essex Area Education Office, The Square, Basildon SS14 5HX (foolscap s.a.e. please).

SHOEBURYNESS COMPREHENSIVE SCHOOL
Caulfield Road, Shoeburyness SS3 9LA
Tel: Shoeburyness 2286

DEPUTY HEAD, Group 11
Required January, 1987, Second Deputy Head to assume particular responsibility for Curriculum development within a shared management structure. Teaching due to promotion. Closing date: 17th October, 1986.

Application forms and further details available from the East Essex Area Education Office, Civic Centre, Victoria Avenue, Southend-on-Sea (foolscap s.a.e. please). (33110) 130012

WILTSHIRE
HIGHBURY SECONDARY MODERN SCHOOL
Salisbury SP1 1BE

Tel: 0722 28536

Headmaster: W. Reilly, B.Sc., M.Ed.

Age range: 11-16

NOR: 605 boys

Required from April 1987, a Deputy Head at play to fulfil an existing and established teachers for a Scale 3 post, responsible for the Support Group. The Group will consist of 10 pupils of secondary age who have mild social/emotional/behavioural problems.

Application forms and further details of this post are available from Chief Education Officer, Wiltshire C.C., Town Hall, Crayford, Kent DA1 4EN.

The teacher appointed will take up post in January 1987. Closing date for applications Monday 13th October, 1986. (33215) 131020

Deputy Headships
Second Masters/ Mistresses

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Council Offices Employer
RADCLIFFE SCHOOL
Aylesbury Street West, Wolverton, Milton Keynes MK12 5HT
(mixed comprehensive - approximately 1570 on roll)

Required from January 1987, a Senior Teacher in art as second-in-charge of one of our two Halls which will contain 700 - 800 pupils aged 12 to 16.

The Senior Teacher will also be able to teach in the Sixth Form if appropriate. This is an exciting and demanding senior post within the school management team which provides excellent experience for someone keen to progress further in the profession.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Apply by letter to the Headteacher, D. Gilling, M.A. (Lon.), giving full curriculum vitae and the names and addresses of two referees. A description of the post at the school is available on receipt of a stamped addressed envelope. (32908) 130012

Scale 1 Posts

HERTFORDSHIRE
EDWINSTREE MIDDLE SCHOOL
Norfolk Road, Huntingford, Herts.
Tel: Royston (0763) 71446

Required from January 1987 for two terms only a teacher who can effectively contribute towards Science teaching throughout the School and offer some general subjects with the 1st year group.

Apply with full details and the names of two referees to the Headmaster as soon as possible; further details from the Headmaster. (33059) 124822

WILTSHIRE
HIGHBURY SECONDARY MODERN SCHOOL
Salisbury SP1 1BE

Tel: 0722 28536

Headmaster: W. Reilly, B.Sc., M.Ed.

Age range: 11-16

NOR: 605 boys

Required from April 1987, a Deputy Head at play to fulfil an existing and established teachers for a Scale 3 post, responsible for the Support Group. The Group will consist of 10 pupils of secondary age who have mild social/emotional/behavioural problems.

Application forms and further details of this post are available from Chief Education Officer, Wiltshire C.C., Town Hall, Crayford, Kent DA1 4EN.

The teacher appointed will take up post in January 1987. Closing date for applications Monday 13th October, 1986. (33215) 131020

Remedial and Special Needs Teaching Posts

Scale 2 Posts and above

BEXLEY
LONDON BOROUGH
BEXLEYWHEATH SCHOOL
Graham Road, Bexleyheath, Kent DA6 7JS
Tel: 01-303 5696

Applications are invited from suitably qualified and experienced teachers for a Scale 3 post, responsible for the Support Group. The Group will consist of 10 pupils of secondary age who have mild social/emotional/behavioural problems.

Application forms and further details of this post are available from Chief Education Officer, Wiltshire C.C., Town Hall, Crayford, Kent DA1 4EN.

The teacher appointed will take up post in January 1987. Closing date for applications Monday 13th October, 1986. (33215) 131020

HEAD

Required April, 1987.

BELFAIRS HIGH SCHOOL
(Group 11)
Highlands Boulevard, Leigh-on-Sea

Applications are invited from suitably qualified teacher with appropriate senior experience for the Headship of this 11-18 Co-Educational School.

Relocation allowances payable in approved cases.

Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.

Closing date: 24th October, 1986.

This is a re-advertisement and previous applicants are still under consideration.

Closing date 24th October, 1986. (04749)

ESSEX County Council

DORSET County Council

Queen Elizabeth's School, Wimborne Minster, Dorset BH21 4DT (13-18 Comprehensive)

Required for Easter, 1987 a HEAD TEACHER for this Group 13 comprehensive school. Number on roll 1400, 250 in the Sixth Form.

Application forms and further particulars from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e.

This is a re-advertisement and previous applicants are still under consideration.

Closing date 24th October, 1986. (04749)

Headship

Great Cornard County Middle School, Sudbury

Group 7 Ages 9-13 Number on Roll: 480

Applications are invited from suitably qualified and experienced teachers for the post of Head of this purpose built middle school which was opened in 1973.

The school serves a large modern development on the outskirts of the attractive market town of Sudbury.

The appointment will date from the beginning of the Summer Term 1987.

Further details and application forms are available from the County Education Officer, St Andrew House, County Hall, Ipswich IP4 1LJ, (SAE please), and completed forms should be returned by 17th October 1986. (04749)

Suffolk County Council

ARCHDIOCESE OF WESTMINSTER
St Mark's Catholic School
106 Bath Road,
Hounslow,
Middlesex TW3 3EJ

HEADTEACHER GROUP 10

St. Mark's is a mixed, comprehensive school, maintained under special agreement by the London Borough of Hounslow.

On the promotion of the present Head, the Governors are seeking a suitably qualified and experienced successor, who will continue the successful development of St. Mark's. Candidates should be practising Catholics, with an enthusiasm for and a developed philosophy of Catholic education.

Further particulars and application forms may be obtained from the Clerk to the Governors, at the school, to whom applications should be returned by Monday 20th October. (02447)

WILTSHIRE
HARDENHUISH SCHOOL
Hardenhuish Lane, Chippenham. Wiltshire SN146HW
Tel. Chippenham (0249) 650893
11-18 Comprehensive n.o.r. 1110

TEACHER OF SECIAL NEEDS SCALE 2

Required for January 1987, a teacher of Special Needs to organise and provide support for children with adjustment difficulties.

This is a new post which arises from the Wiltshire Pilot for dealing with pupils who have behavioural and emotional problems.

Hardenhuish is a third round TVEI school and there is considerable scope for curriculum and personal career development within this project.

The School is situated to the north of Chippenham in a pleasant parkland setting and the catchment area includes the town of Chippenham and surrounding villages.

Further details and application forms can be obtained from the school (s.a.e. please) to be returned not later than Monday, 13th October, 1986. (02939)

SECONDARY REMEDIAL & SPECIAL NEEDS
continued

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
LENT RISE COUNTY COMBINED SCHOOL
Coulson Way, Burnham SL1 7NP

Headteacher: Mr P. Grandidge
Applications are invited from experienced teachers for the post of Teacher-in-Charge of a newly created Department for children with Special Educational Needs with effect from January 1987 or earlier if possible.

Application forms and further details available from the Education Officer, County Offices, King George V Road, Amersham, Bucks. HP6 5EL (33331) 131020

HERTFORDSHIRE
Teacher/Organiser to be in charge of Support Base.
See under Special scale 2 plus. (32480) 131040

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MID KENT AREA
VINTERS BOYS' SCHOOL
Huntsman Lane, Maidstone, Kent ME14 5DT
Roll: 941 - all ability intake
REMEDIAL/SEN Scale 2
Required January, 1987. Experienced, sympathetic specialist to co-ordinate the work of Special Tuition Unit for Pupils with learning difficulties across curriculum.

Familiarity with latest diagnostic testing procedures and remedial strategies essential.

S.A.E. for further details and application form to Head Teacher. (33253) 131020

Scale 1 Posts

BEXLEY
LONDON BOROUGH
FICARDY SCHOOL
Slade Road, Belvedere DA17 6HT
Tel: Erith 41371
Required for January 1987 a full-time teacher to work with less able children, specialising in Mathematics. The school will attempt to develop other areas of experience within the Mathematics Department if desired. Scale 1 post.

Apply direct to the Head Teacher of the school by letter of application and curriculum vitae. (33214) 131029

HAMPSHIRE
THE WAVELL SCHOOL
Lynchford Road, Farnborough, Hampshire GU11 4SH
Mixed Comprehensive 11-16
N.O.R. 725
Required for January 1987.
Scale 1 post.

Special Needs teacher with suitable qualifications and positive ideas on integration for an expanding department.

Closing date 14th October 1986.

Letter of application nominating two referees to Head teacher with s.a.e. for details. (36578) 131032

Scale 2 Posts and above

ESSEX
PASSMORES
COMPREHENSIVE SCHOOL
Tendring Road, Harlow CM18 6BW
Tel: Harlow (0279) 31921
(Roll 760)
TEACHER OF ART/CRAFT.
Scale 1/2
Required January (or sooner). Ability to help with boys P.E. or C.D.T. advantageous. Scale 2 post for suitable applicant.

Apply by letter to the Headteacher giving the names and addresses of two referees. (33046)151220

Scale 1 Posts

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 65.
(36612) 131222

EAST SUSSEX
TIDEWAY SCHOOL
Southdown Road, Newhaven BN9 9AE
Comprehensive mixed. 11-18. Roll: 1400
Required January 1987 or earlier if possible:

Dead(e) Teacher (Scale 1). An unexpected vacancy in this highly progressive Design Dept. Join a Design team of 3 specialists and ensure that pupils appreciate good design in all its aspects. Good colleagues, good conditions, good results.

Relocation grants in approved cases.

Apply direct to Headmaster. (33265) 131222

ESSEX
CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
Tel: Basildon 552536
(Roll 1450)
ART. Scale 1
Required January, versatile specialist to join successful department. Offering GCSE, 'A' and CPVE courses. Rehsd possible.

Apply by letter to Headteacher with curriculum vitae and names of two referees (foolscap s.a.e. please). (33047) 131024

HERTFORDSHIRE
ST. JOAN OF ARC RC SCHOOL
High Street, Rickmansworth
Required January, Teacher of ART to teach throughout the school. Scale 1 plus graduate allowance £882. Large option groups at GCSE GCE, O & A Level.

The ability to teach POTTERY would be an advantage. New purpose built workshops and Art Studios opened last year.

Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees.

Further details available from the School, Rickmansworth 775681. (33476) 131026

HERTFORDSHIRE
ADEYFIELD SCHOOL
Longlands, Hemel Hempstead
Tel: 51603
All-ability, co-educational, 800 pupils. 11-16
TEACHER OF ART (Scale 1)
Required for January 1987, teacher of Art (Scale 1). Extensive interest in Fine Art or Graphic Design desirable. Ability to develop three-dimensional studies including Ceramics would be an advantage. Work up to and including 5th Form. Excellent facilities for Photography.

Applications to the Headteacher giving curriculum vitae and names and addresses of two referees. For further details, s.a.e. to Outer London Allowance £282 pa. (33746) 131028

HILLINGDON
LONDON BOROUGH OF HILLINGDON
WILLOWS SCHOOL
Warren Road, Uxbridge, Middlesex UB10 8AN
Number on roll: 913, 156 in Sixth Form
Headteacher: D.C. Best, M.A., F.R.S.A., J.P.
Required as soon as possible a Scale 1 teacher of Art to cover a Maternity Leave in first instance. Candidates should state their particular interests. A willingness to participate in extra-curricular activities will be an advantage.

Please apply in the first instance by letter to the Head of the school stating the names and address of two referees.
Outer London Allowance Payable. (32783) 131022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
RUSHEY MEAD SCHOOL
Melton Road, Leicester LE4 7PA
ROLL 1035.
ART/TECHNICAL GRAPHICS

Required from January an enthusiastic and flexible teacher of 2D Art and Technical Graphics to join a strong team of staff within a lively department. Expertise in photography would be an advantage although not essential.

Please contact the Headteacher for further details and application form (SAE). (33016) 131029

SUFFOLK
COUNTY COUNCIL
THURSTON UPPER SCHOOL
Thurston, Bury St. Edmunds

(mixed comprehensive 13-18 1,150 on roll)

Required for January, 1987. Scale 1 Teacher of SPECIAL NEEDS to join a department with a developing school role able to work effectively in small classes, withdrawal and support group with pupils who have learning difficulties.

Further details and application forms available from the Headteacher at the school (s.a.e. please) to whom they should be returned as soon as possible. (33298) 131038

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet, Kent
Required for January 1987. Scale 1 post. Teacher of Art and Design required for January 1987. This is a rapidly expanding Thames-side High School of 980 boys, with an emphasis on developing links between Art and C.D.T.

Letters of application, with C.V. and names and addresses of two referees to the Headmaster Mr. J.M.B. Hossell, M.A. Enclose s.a.e. for further information - closing date 17th October 1986.

Possibility of help with temporary housing in approved cases.

EAST KENT AREA
HERNE BAY SECONDARY SCHOOL
Bullockstone Road, Herne Bay, Kent CT6 7NS
Required for January 1987, a versatile and enthusiastic teacher of Art and Design (Scale 1) to join a strong Department of 4 teachers. 'A' level and CPVE courses. Ability to teach ceramics, sculpture or other 3-dimensional work an asset.

Letters of application, including c.v. and names of two referees to the Head Teacher at the school.

WEST KENT AREA
MASCALLS SCHOOL
Paddock Wood, Tonbridge TN12 6LT
11-18 Co-educational comprehensive. Roll 1350
ART / PRINTMAKING and GRAPHICS
Required immediately. Enthusiastic, well qualified specialist with broad approach to ART to teach pleasing, lively work in School and GRAPHICS/PRINTMAKING to C.S.E., and 'A' levels. Well-equipped, integrated department.

Well-established, over-subscribed school in favoured area.

Apply to the Headmaster by letter mentioning two personal referees as soon as possible. S.A.E. please. (33234) 131222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BROOKVALE HIGH SCHOOL
Ratby Lane, Groby, Leicester LE6 0FF

(11-14 High)

N.O.R.: 600

SUBJECT: Design

SCALE: 1

Required January, 1987. A Teacher of Design to work in a fully integrated purpose built design centre. Please indicate area or areas of main interest.

Please contact the Headteacher for further details and application forms (S.A.E.). (32633) 131202

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
THE BOSWORTH COLLEGE
Leicester Lane, Desford, Leicester LE9 9JL

(14-18 Upper)

N.O.R.: 1151

Design

SCALE: 1

Required January. An enthusiastic teacher of Design/Textiles prepared to offer a real contribution to the school as a whole. The successful applicant would be involved in teaching Graphic Design and Textiles. Endorsed Textiles specialism. Student's part of the core curriculum. Work within it 'fashion/textiles has an important role to play in the MEG Design 16+ Examination.

Please contact the Headteacher for further details and application forms (S.A.E.). (33627) 131222

Careers

Scale 2 Posts and above

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
THE BROADCHAMP COLLEGE
Rides Way, Oadby, Leicester LE2 5TP

NOR: 1300

CAREERS CO-ORDINATOR SCALE 3/4

Required January or earlier if possible. Our Careers Co-ordinator, Teresa Cain, has been appointed to an important post in Industry. Careers work is set in the context of Year 10 and CPVE courses. TVEI College's work against racism and sexism and its commitment to provision of equal opportunities for all pupils. Careers Co-ordinator includes liaison with the Careers Service, organising annual Careers Conventions and regular Careers talks and visits; the oversight of work experience and the coordinating responsibility for the development of links with the community including our Work Shadowing scheme. The post involves close liaison with all departments and staff and with our feeder schools.

Please contact the Headteacher for further details and application forms (S.A.E.). (33622) 131222

Commercial Subjects

Heads of Department

BARNET
LONDON BOROUGH
BISHOP DOUGLASS R.C. SCHOOL
Hamilton Road, Finchley, London N3 1BD
Tel: 01-444 5511
V.A. Mixed Comprehensive.
Roll 1059. Sixth Form 175.
11-18
Required JANUARY, 1987, or earlier if available. HEAD OF COMMERCIAL/BUSINESS STUDIES (Scale 3). Position involves teaching Office Practice, Keyboarding and Shorthand to pupils in 4th-6th Years. Successful candidate will also be expected to teach Business Studies to RSA and O-level. Practising Catholic preferred.

Removal expenses and separation allowances available.

Apply in writing to Head Teacher for application form and further details. S.A.E.

Closing date: Monday, 13th October.

Director of Educational Services. (32770) 131018

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
LUTON SIXTH FORM COLLEGE
Beaudesert Hill Road, Luton, Beds. LU2 7EW
Tel: 712005
Required for January 1987, a teacher of secretarial skills/subjects Scale 1 or 2. A wide range of courses is offered at this large Sixth Form College.

Application forms available from and returnable to the Principal, S.A.E. please. Closing date 13.10.86.

An Equal Opportunities Employer. (33204) 131022

Computer Studies

Heads of Department

BROMLEY
THE RAMSDEN SCHOOL FOR BOYS
Ullmans Road, Orpington, Kent BR5 4LG
Tel: Orpington 31675
Scale 2
For January 1987 an experienced and well qualified teacher to be DIRECTOR OF COMPUTER EDUCATION (Scale 4) at this 13 form entry comprehensive. You will be expected to develop all aspects of computing across the curriculum and throughout the whole school.

The School is housed in modern buildings on a site shared with the Ramsden Sixth Form. There is a Joint Sixth Form Centre on the site offering a wide range of established G.C.E. 'A' level courses.

Further details and the necessary application forms are available on written request from the Headteacher, Mr M. Lane, B.Sc. Please enclose s.a.e. addressed to envelope. Closing date: 17th October, 1986. (36557) 132018

BROMLEY
ST. JOHN RIGBY R.C. COMPREHENSIVE SCHOOL
Leyhams Road, West Wickham, Kent BR4 9HH
Tel: 01-777 8383
SCALE 2
For January 1987, a suitably qualified teacher to be Director of Information Technology (Scale 4) able to teach Computer Studies up to 'A' level and for the Co-ordination of Information Technology throughout the 11-18 Group in mixed comprehensive school.

Accommodation is available if required.

Further details and application forms available from the Headteacher, to whom completed forms should be returned by 17th October 1986. (36094) 132014

HAMPSHIRE
THE HURST SCHOOL
Basingstoke Road, Baughurst, Basingstoke RG26 5LP
Scale 2. Permanent.
Required January 1987 Head of Information Technology to develop courses and to co-ordinate computer studies and to develop the use of computers across the curriculum. Responsibilities will include the organisation of microcomputer facilities and the training of staff.

Application form and further details available by telephoning the Head at the school to whom completed forms should be returned.

Warwickshire is an equal opportunities employer. (32662) 132018

WILTSHIRE

MATRAVERS SCHOOL
Spiritwhil Road, Westbury, Wiltshire

11-16 Mixed comprehensive: 820 pupils on roll

Headteacher: N. Gilhespy.

Required for January 1987 a well qualified and experienced teacher of COMPUTER EDUCATION (Scale 3) to be responsible for the development of Computer Studies and to assist the curriculum and to assume a specific responsibility in the Mathematics Department.

Further details of the post are available from the Headteacher (S.A.E.) to whom letters of application with CV and names of two referees should be returned as soon as possible, but no later than Monday 16th October. (32330) 132018

NETHERLANDS

The British School in the Netherlands. Please see main display advertisement under overseas appointments.

Scale 2 Posts and above

CUMBRIA
COUNTY COUNCIL
WALNEY SCHOOL
Beckfoot, Millthorpe, Cumbria LA14 4YJ
Mixed Comprehensive 11-16, 600 pupils, 110 in Sixth Form
Required from January 1st, 1987, Scale 2 teacher to be responsible for Computer Studies. New purpose-built facility. Scale 3 possible for candidate who could also fulfil role of Year Head (preferably, ear 3).

Application forms and further details from the Headmaster, to whom forms should be returned by 17th October 1986. (S.A.E. please). (37858) 132020

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd., copies of which are available on request.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
WILMINGTON SECONDARY SCHOOL
Wilmington Hall, Wilmington, Dartford, Kent DA2 7DD
Required for January 1987 Head of Computing. Scale 3. A willingness to teach some mathematics essential. Computing Awareness to be taken by every pupil in the first three years. Computer Studies to be studied to CSE, O and GCSE levels. The school is a mixed secondary school in a rural setting two miles from Dartford.

Letter of application, with c.v. and names and addresses of two referees, to the Headmaster as soon as possible. Further details are available from the Headmaster.

Closing date: 17th October 1986.

Possibility of help with temporary housing in approved cases. (33235) 132018

NORTH YORKSHIRE

LADY LUMLEY'S SCHOOL
Scarborough Lane, Pickering YO18 7HX
11-18 Mixed Comprehensive, 860 on roll, 160 in Sixth Form, situated in an attractive rural area on the southern edge of the North York Moors.
Required January 1987, HEAD OF COMPUTER EDUCATION, Scale 3. An interesting teacher to exploit the varied resources of the school in 15 stations. Emphasis further 6 BBC micros and very good prospects for further development across the full age range. Computer Technology. Initially a part-time commitment to teaching Mathematics up to at least 16+ level would be required.

Apply immediately by letter to the Headteacher with full c.v. and names, addresses and telephone numbers of 2 referees. (37860) 132018

WARWICKSHIRE

AYLTON SCHOOL
Mytton Fleet, Warwick CV34 6RJ

Tel: Warwick 493805

Required from January 1987 a well qualified and experienced teacher of Computer Studies to be Head of COMPUTER EDUCATION DEPARTMENT. Scale 4, in this 11-18 mixed 11 form entry comprehensive school (12-18 years) with 1,500 pupils on roll, 6th form 150. The post involves responsibility for 12 and 'A' level courses. The successful candidate will be able to contribute to the Mathematics and Science teaching and to assist in the overall curriculum development of the school.

Application forms and further details available by telephoning the Head at the school to whom completed forms should be returned.

Warwickshire is an equal opportunities employer. (32662) 132018

Craft, Design & Technology

Heads of Department

ESSEX
WEST HATCH HIGH SCHOOL
High Road, Chigwell IG7 5BP
Tel: 01-500 8216
(Roll 1100 + 60 sets)
HEAD OF C.D.T. Scale 4
Inner London Fringe Allowance.
Required January, 1987, a leadership equipped TVEI enriched and equipped to curriculum development and CDT/computer links.

Apply by letter at once phone for details. (33106)

HAMPSHIRE
BRIGHTON HILL COMMUNITY SCHOOL
Brighton Hill, Basingstoke, Hants. RG22 4HS
Tel: Basingstoke 58686
Mixed comprehensive School
N.O.R.: 1060
HEAD OF CRAFT, DESIGN AND TECHNOLOGY
Excellent purpose built new facilities. Enthusiastic specialist sought to develop new CDT department on modern lines. Post required for January 1987 or as soon as possible thereafter.

Applications by letter to Head with C.V. and names addresses of two referees to Miss Kenyon, Deputy Head, telephone school for further details. (33271)

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
WOOD SECONDARY SCHOOL FOR GIRLS
Arethusa Road, Rochester, Kent ME1 3UW
Group 7 (360 on Roll)
Following the promotion of present holder, Department Head requires teacher to take responsibility for co-ordinating Craft, Design and Technology throughout the school. Craft Design and Technology available to suitable candidate.

Assistance with removal expenses and rented housing may be available in appropriate cases and there is a wide range of housing to buy in the area.

Immediate application by letter, quoting two referees, enclosing Curriculum Vitae and stamped addressed envelope to The Headteacher, Mr M. Davies. (37954) 132190

CROYDON
THE LONDON BOROUGH OF CROYDON
EDENHAM HIGH SCHOOL
Orchard Way, Shirley, Croydon, Surrey

Tel: 01-776 0920

SECOND IN THE CRAFT, DESIGN AND TECHNOLOGY DEPT.
SCALE 3
Tenable from 1st January 1987

Required for January 1987 a second in the CDT Department to be responsible for mixed 11-16 Comprehensive school of 1200 pupils with the use of modern specialist accommodation and equipment. The successful candidate will be expected to develop TVEI Technology courses.

Applicants are particularly sought who are prepared to strive for and maintain the standards of work, behaviour and appearance.

Application forms and further details are available from the Headteacher at the above address.

Closing date is Monday 13th October. (33315) 132190

HAMPSHIRE
ELLEMCOR SCHOOL
Ballemoor Road, Southampton SO1 0LG
Required January Scale 2 Teacher of CRAFT, DESIGN and TECHNOLOGY to join a well established programme of C.D.T. department. The appointment emphasises the approach and aims to give pupils experience in a wide variety of materials. A Scale 2 is available for a suitable candidate.

Further details and application form from the Head (S.A.E.).

Closing date: 20.10.86.

An Equal Opportunity Employer. (33074) 132190

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
STANTONBURY CAMPUS
BRIDGEWATER HALL SCHOOL
Stantonbury, Milton Keynes (mixed comprehensive - 1,350 approximately 1350 on roll)

Required from January 1987 or as soon as possible a C.D.T. Teacher with responsibility for curriculum development and workshop organisation skills. The post is in Faculty 1 which C.D.T., Art and P.E. plan modular programmes. A successful candidate will be expected to be able to teach C.D.T. at all levels.

Application forms and further information are available from the Head of Faculty 1 at the school (on receipt of s.a.e.), to whom completed forms should be returned by 13th October 1986. (33245) 132190

STAFFORDSHIRE
CHINEHURSTS SCHOOL
Chinehurst Road, Cannock WS11 1JT
Required for January 1987, teacher of Computer Studies (Scale 1) to work in an existing area to be expanded; this large 11-18 Comprehensive School. Computing is introduced in year 7 and successful candidate will be expected to be able to teach it at all levels.

Application forms are available from and returnable to Headteacher (s.a.e.).

Canvassing will disqualify. Give names/addresses of 2 referees.

Closing date 10 days after publication.

Trade Union membership required.

An Equal Opportunity employer. (33316) 132018

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CASTLE DONINGTON COMMUNITY COLLEGE
Warren Hills Road, Coalville, Leicestershire LE67 3UE

(11-14 High)

Roll 883

MATHEMATICS SCALE 1

Required January for teacher to be responsible for computing (Maths.) and for the curriculum, to assist in the Mathematics Department.

Please contact the Headteacher for further details and application forms (S.A.E.). (33688) 132018

LONDON SE1
NOTRE DAME HIGH SCHOOL
118 St Georges Road, Lambeth SE1 6ER
Tel: 01-928 1191
11-16 Girls Comprehensive (Roll 610)
Headmistress: Sr. Rosario O'Callaghan S.N.D.
Required January 1987 to pursue policy of computer STUDIES - Scale 3 + responsibility allowance.

Apply to Headmistress for curriculum vitae and names two referees. (33469) 132018

Scale 1 Posts

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
VALE OF CATMOSE COLLEGE
Cold Overton Road, Oakham, Leics. LE15 6NU

(11-14 High)

MATHEMATICS COMPUTING

Please see under Secondary Scale 1 Mathematics (32975)

Scale 2 Posts and above

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
DOWNE HOUSE SCHOOL
Chertsey Road, Sunninghdale, Ascot SL5 8QY
Tel: 0344 23261
Required January 1987 a Teacher of CRAFT, DESIGN and TECHNOLOGY to join a well established programme of C.D.T. department. The appointment emphasises the approach and aims to give pupils experience in a wide variety of materials. A Scale 2 is available for a suitable candidate.

Further details and application form from the Head (S.A.E.).

Closing date: 20.10.86.

An Equal Opportunity Employer. (33074) 132190

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
STANTONBURY CAMPUS
BRIDGEWATER HALL SCHOOL
Stantonbury, Milton Keynes (mixed comprehensive - 1,350 approximately 1350 on roll)

Required from January 1987 or as soon as possible a C.D.T. Teacher with responsibility for curriculum development and workshop organisation skills. The post is in Faculty 1 which C.D.T., Art and P.E. plan modular programmes. A successful candidate will be expected to be able to teach C.D.T. at all levels.

Application forms and further information are available from the Head of Faculty 1 at the school (on receipt of s.a.e.), to whom completed forms should be returned by 13th October 1986. (33245) 132190

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
IMMINGHAM SCHOOL
Cleveland Road, Immingham, Grimsby, DN40 1QJ
Required for January 1987 or sooner
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY
SCALE 2. A well-qualified CDT to teach the full age range up to examination level, sharing in responsibility for curriculum administration and curriculum development within the department.

Application forms and further information are available from the Head of Department at the school (on receipt of s.a.e.), to whom completed forms should be returned by 13th October 1986. (33245) 132190

CROYDON
THE LONDON BOROUGH OF CROYDON
EDENHAM HIGH SCHOOL
Orchard Way, Shirley, Croydon, Surrey

Tel: 01-776 0920

SECOND IN THE CRAFT, DESIGN AND TECHNOLOGY DEPT.
SCALE 3
Tenable from 1st January 1987

Required for January 1987 a second in the CDT Department to be responsible for mixed 11-16 Comprehensive school of 1200 pupils with the use of modern specialist accommodation and equipment. The successful candidate will be expected to develop TVEI Technology courses.

Applicants are particularly sought who are prepared to strive for and maintain the standards of work, behaviour and appearance.

Application forms and further details are available from the Headteacher at the above address.

Closing date is Monday 13th October. (33315) 132190

Scale 1 Posts

BEXLEY
LONDON BOROUGH
HOWBURY GRANGE
TECHNOLOGY SCHOOL
Slade Green Road, Erith, Kent DA8 2HX
Tel: 0322 347831
Applications are invited for the post of C.D.T. Teacher, Scale 1 from January 1987 or as soon as possible. In this all-ability technical school with a modern well-equipped CDT department including CNC (BRAC) lathe. The successful candidate will be expected to teach across the age and ability range.

The school is involved in a pilot, Technology with T.V.E.I. consortium.

Outer London and Social Priority Area allowance payable.

Further details from the Acting Headteacher.

Closing date for applications 14th October 1986. (33315) 132122

HAMPSHIRE
BELLEMOOR SCHOOL
Ballemoor Road, Southampton SO1 0LG
Required January Scale 2 Teacher of CRAFT, DESIGN and TECHNOLOGY to join a well established programme of C.D.T. department. The appointment emphasises the approach and aims to give pupils experience in a wide variety of materials. A Scale 1 is available for a suitable candidate.

Application by letter to Head with C.V. and names of two educational referees by 17th October. (32732) 132122

HAMPSHIRE
QUEEN ALEXANDRA COLLEGE
Please see our advertisement under Scale 2 Teacher of Education other appointments. (33238) 132122

BROMLEY
ST. JOHN RIGBY R.C. COMPREHENSIVE SCHOOL
Leyhams Road, West Wickham, Kent BR4 9HH
For January 1987 a teacher of CRAFT, DESIGN AND TECHNOLOGY to join a successful well equipped, department. This is a mixed comprehensive, teaching throughout the school to examination level.

Scale 1 plus £782 London Area Allowance.

Further details/application forms available on request (s.a.e. please).

Completed forms should be returned to the Headmaster at the school by 17th October 1986. (36585) 132122

KNOWSLEY
The Authority proposes to strengthen its team of PERMANENT DEPARTMENT TEACHERS by making appointments at Scale 3 of experienced and well qualified CDT teachers.

These are new positions available from 1st January, 1987 offering a variety of attractions.

Interested teachers should contact Mr. D. Withey, Senior Adviser, on 051 489 5111 for further information.

Application forms available (s.a.e.) from the Acting Borough Education Officer, Huyton Hey Road, Huyton, Merseyside L36 5YH, to be returned by 17th October 1986. (32717) 132120

LONDON W14
THE CARDINAL VAUGHAN MEMORIAL SCHOOL
Addison Road, Kensington, London W14
(Tel: 01-603 8478)
The Governors of this Voluntary Aided Catholic School for Boys, roll 584, 120 in the Sixth Form, Girls admitted only in the Sixth Form wish to appoint in January, 1987 a TEACHER OF CRAFT, DESIGN AND TECHNOLOGY (SCALE 3). The Governors are looking for an experienced teacher to join and help expand a strong and well resourced department which at present provides courses in Craft, Design & Technology, Technology and Graphical Communication up to the Sixth Form.

This is an opportunity to join the staff of a very popular and successful school which, founded in 1914 as a Public School, changed from a grammar to comprehensive in 1971. Candidates are asked to write for application forms and to note that closing date is 13th October. (33434) 132120

NORFOLK
COUNTY COUNCIL
DEREHAM NORTHGATE HIGH SCHOOL
Cemetery Road, Dereham NR19 1RU

Scale 2 Teacher of Craft, Design & Technology required from January, 1987 or earlier if possible. 2nd in Department.

Application forms and further details obtainable on receipt of a s.a.e., from the Headteacher. (33139) 132120

SUFFOLK
COUNTY COUNCIL
GREAT CORNARD UPPER SCHOOL
Head Lane, Great Cornard, Sudbury

(mixed comprehensive 13-18: 1075 on roll)

Required from January, 1987, experienced teacher of C.D.T. Main emphasis on faculty comprising Art and Design, C.D.T. and Home Economics promoting links between C.D.T. and Science and between Home Economics.

Further details and application forms available from the Headteacher at the school (s.a.e. please) to whom they should be returned by 15th October, 1986. (33165) 132150

Scale 1 Posts

BEXLEY
LONDON BOROUGH
HOWBURY GRANGE
TECHNOLOGY SCHOOL
Slade Green Road, Erith, Kent DA8 2HX
Tel: 0322 347831
Applications are invited for the post of C.D.T. Teacher, Scale 1 from January 1987 or as soon as possible. In this all-ability technical school with a modern well-equipped CDT department including CNC (BRAC) lathe. The successful candidate will be expected to teach across the age and ability range.

The school is involved in a pilot, Technology with T.V.E.I. consortium.

Outer London and Social Priority Area allowance payable.

Further details from the Acting Headteacher.

Closing date for applications 14th October 1986. (33315) 132122

BIRMINGHAM
QUEEN ALEXANDRA COLLEGE
Please see our advertisement under Scale 2 Teacher of Education other appointments. (33238) 132122

BROMLEY
ST. JOHN RIGBY R.C. COMPREHENSIVE SCHOOL
Leyhams Road, West Wickham, Kent BR4 9HH
For January 1987 a teacher of CRAFT, DESIGN AND TECHNOLOGY to join a successful well equipped, department. This is a mixed comprehensive, teaching throughout the school to examination level.

Scale 1 plus £782 London Area Allowance.

Further details/application forms available (s.a.e. please).

Completed forms should be returned to the Headmaster at the school by 17th October 1986. (36585) 132122

BROMLEY
COOPERS SCHOOL
Hawksmead Lane, Chislehurst, Kent BR7 5PW
Tel: 01-467 3263
For January 1987 a qualified teacher of C.D.T. to join a well established and successful department at this 11-16 all-ability school.

Application forms and further details available from the Headteacher at the school (s.a.e.) to whom completed forms should be returned by 17th October, 1986. (36592) 132122

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
HOLMFIELD HIGH SCHOOL
Holdsworth Road, Holmfield, Halifax HX2 9BY
Ref. 2868/3068
Required from January 1987 a teacher of CDT (Scale 1).

Application forms must be obtained from the Headteacher (large s.a.e. please) to whom completed forms should be returned, quoting post reference number by 17 October 1986.

The Council is committed to be an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (37986) 132122

CUMBRIA
COUNTY COUNCIL
WYNDHAM SCHOOL
Egremont, Cumbria CA22 2DO
Mixed comprehensive, 11-18 n.o.r. 1136, including 126 in sixth
Required for January 1987, a teacher of CRAFT, DESIGN & TECHNOLOGY (Scale 1) to join a department committed to a problem-solving approach leading to examinations which fulfil the national criteria. Expertise in graphical communication would be welcomed.

Application forms and further details available from the Head at the school (s.a.e. please) to whom they should be returned as soon as possible. (37854) 132122

CUMBRIA
COUNTY COUNCIL
WALNEY SCHOOL
Sandy Gate, Lane, Barrow-in-Furness LA14 4JL
11-16 mixed Comp., n.o.r. 827)
Required for January, 1987.
An Assistant TEACHER OF CRAFT, DESIGN AND TECHNOLOGY (Scale 1) to teach the subject throughout the school up to G.C.S.E. Level.

Further details of both posts and application forms are available from the Headmaster (S.A.E. please) to whom they should be returned by 17 October 1986. (37849) 132122

DURHAM
COUNTY COUNCIL
WOOLSINGHAM COMPREHENSIVE SCHOOL
11-18 years
CRAFT DESIGN, TECHNOLOGY - Salary Scale 1
Well qualified teacher required for January, 1987.

Stamped addressed envelope for application form and further details available from Area Education Officer, County Hall, Durham.

Closing date for receipt of applications, 15th October, 1986. (33295) 132122

EAST SUSSEX
UCKFIELD COMPREHENSIVE SCHOOL
Downlye Crescent, Uckfield TN22 3DJ
Comprehensive mixed, 11-18. Roll 1176
From January 1987 or earlier if possible:
C.D.T. Teacher (Scale 1).
Recruitment grants in approved cases.

Application forms (s.a.e. please) from the Head Teacher. (33266) 132122

HAMPSHIRE
CROFTON SCHOOL
Marks Road, Stubbington, Fareham, Hants. PO14 3AT
11-16 mixe Comprehensive - 1040 on roll
Required January 1987 - Scale 1 teacher of Craft, Design and Technology.

Applications in writing with full curriculum vitae, names/addresses of two educational referees to Headmaster - s.a.e. please - as soon as possible. (32844) 132122

NORTH YORKSHIRE
FULFORD SCHOOL
Fulfordgate, Eslington Lane, York, YO1 4LY
11-18 Comprehensive. 950 on roll
Required for January 1987, teacher of CRAFT, DESIGN & TECHNOLOGY (Scale 1) to teach subject throughout the school.

Further details and application forms (s.a.e. please) from the Head Teacher. Closing date 15 October 1986. (33277) 132122

OXFORDSHIRE
COUNTY COUNCIL
BICESTER SCHOOL
Queens Avenue, Bicester OX6 8NS
Group 11 850
Required for the Spring Term 1987, only a temporary teacher of Craft subjects. It is essential that applicants offer Metalwork and Technology.

Please apply by letter to the Headteacher giving the names, addresses and telephone numbers of two referees. (S.A.E. please). Closing date 15th October 1986.

An Equal Opportunity Employer. (36580) 132122

ROME
Attractive CDT Position.
Please see Overseas Section. (32984) 132122

Economics & Business Studies

Heads of Department

ESSEX
LEIGH CITY SCHOOL
Audley End Road, Saffron Walden CB11 4UH
Tel: 07992 7185
(Roll 1400: 11-18 Co-Ed. Comp.: Sixth Form 190)
HEAD OF BUSINESS STUDIES, Scale 3 or 4
Required January, 1987. Scale 4 available for candidate offering experience in Information Technology and/or CPVE.
Closing date: 14th October, 1986.

Application form and further details available from the Headteacher at the school (foolscap s.a.e. please) to whom completed forms should be returned, quoting post reference number by 17 October 1986.

The Council is committed to be an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (37986) 132122

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
THE BOSWORTH COLLEGE
Leicester Lane, Desford, Leicester LE9 9JL

(14-19 Upper)

N.O.R.: 1131

HEAD OF COMMERCE SCALE: 3

Required January 1987, to run a large integrated Department offering courses in Business Studies, Economics, Typing and Word Processing.

The Department has received substantial funding through it's involvement with the TVEI project and its courses are continually developing.

Please contact the Headteacher for further details and application forms (S.A.E.). (33636) 132122

NORTH YORKSHIRE
TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE
PRINCESS SCHOOL
Lady Edith's Drive, Newby, Scarborough YO12 5RL
11-18 mixed comprehensive. 950 pupils
HEAD OF BUSINESS STUDIES, Scale 2
Experienced candidates are invited to apply for this new post. The School is one of 6 local schools forming the T.V.E.I. consortium. It began as a new T.V.E.I. school in September 1987 when the school received additional resources. The School enjoys excellent facilities and is situated on the western outskirts of Scarborough, close to the North Yorkshire National Park.

Applications are invited from experienced teachers to lead this new development in the school.

Further details from the Head Teacher (s.a.e.) to whom completed application should be returned by 17.10.86. (37845) 132218

SUFFOLK
COUNTY COUNCIL
WOLSINGHAM COMPREHENSIVE SCHOOL
11-18 years
CRAFT DESIGN, TECHNOLOGY - Salary Scale 1
Well qualified teacher required for January, 1987.

Stamped addressed envelope for application form and further details available from Area Education Officer, County Hall, Durham.

Closing date for receipt of applications, 15th October, 1986. (33295) 132122

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
HOLMFIELD HIGH SCHOOL
Holdsworth Road, Holmfield, Halifax HX2 9BY
Ref. 2868/3068
Required from January 1987 a teacher of CDT (Scale 1).

Application forms must be obtained from the Headteacher (large s.a.e. please) to whom completed forms should be returned, quoting post reference number by 17 October 1986.

The Council is committed to be an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (37986) 132122

CUMBRIA
COUNTY COUNCIL
WYNDHAM SCHOOL
Egremont, Cumbria CA22 2DO
Mixed comprehensive, 11-18 n.o.r. 1136, including 126 in sixth
Required for January 1987, a teacher of CRAFT, DESIGN & TECHNOLOGY (Scale 1) to join a department committed to a problem-solving approach leading to examinations which fulfil the national criteria. Expertise in graphical communication would be welcomed.

Application forms and further details available from the Head at the school (s.a.e. please) to whom they should be returned as soon as possible. (37854) 132122

NORTH YORKSHIRE
FULFORD SCHOOL
Fulfordgate, Eslington Lane, York, YO1 4LY
11-18 Comprehensive. 950 on roll
Required for January 1987, teacher of CRAFT, DESIGN & TECHNOLOGY (Scale 1) to teach subject throughout the school.

Further details and application forms (s.a.e. please) from the Head Teacher. Closing date 15 October 1986. (33277) 132122

CUMBRIA
COUNTY COUNCIL
WALNEY SCHOOL
S

SECONDARY ECONOMICS & BUSINESS STUDIES

continued

LONDON SE1
NOTRE DAME HIGH SCHOOL
118 St. Georges Road, London SE1 6ER
Tel: 01-261 1121
11-16 Girls Comprehensive (Roll 610)
Head mistress: Sr. Rosemary O'Callaghan S.N.D.
Required January 1987 - Scale 2 teacher in charge of BUSINESS STUDIES. Ability to teach Office Studies and Information Processing to G.C.S.E. level essential.
Apply to Headmistress with curriculum vitae and names of two referees. (32468) 132220

STAFFORDSHIRE
CHENET/SHERBROOK SCHOOL
Hednesford Road, Cannock WS11 1JT
Required for January 1987 teacher of BUSINESS STUDIES/SKILLS (Scale 2) to work in this large 11-18 Comprehensive School. The department will offer a wide range of examination courses including Economics, Business Studies, Information Technology and Keyboard Skills.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify. Give names/addresses of two referees.
Closing date 10 days from publication.
Trade Union membership encouraged.
An Equal Opportunity Employer.
STAFFORDSHIRE COUNTY COUNCIL. (32742) 132220

Scale 1 Posts

BERKSHIRE
PROSPECT SCHOOL
Roney End Lane, Reading RG5 4EL
(11-18 mixed Comprehensive School, 130 in Sixth Form)
Required from January 1987 a well qualified and experienced teacher of ECONOMICS (Scale 1, with possibility of Scale 2 for suitable candidate). Economics is a popular and successful 'A' level subject in the school and the GCSE course is offered in the fourth and fifth forms.
Applications by letter and CV with the names and addresses of two educational referees should be sent to the Headteacher as soon as possible.
No closing date.
An Equal Opportunity Employer. (32745) 132222

BEXLEY
LONDON BOROUGH
HOWBURY GRANGE
TECHNICAL SCHOOL
Slade Green Road, Erith, Kent DA8 2HX
Tel: 0322 347831
Applications are invited for the post of business studies teacher, Scale 1 from January 1987, or as soon as possible for this modern well equipped department and model office.
The successful candidate will be expected to teach across the ages and ability range. The school is involved in a pilot scheme under the T.V.E.I. consortium.
Outer London and Social Priority Areas allowances payable.
Further details from the Acting Headteacher.
Closing date for applications 14th October 1986. (33316) 132222

CROYDON
LONDON BOROUGH OF CROYDON

JOHN RUSKIN HIGH SCHOOL
Upper Shirley Road, Croydon, Surrey CR9 5AQ

Tel: 01-656 0994

ASSISTANT TEACHER OF ECONOMICS (SCALE 1)
Tenable from 1st January 1987

A graduate Economist is required in this 14-18 mixed comprehensive High School which currently has 550 students in the sixth form. The school is to become a sixth form college after September 1988. The successful applicant will be expected to teach to CSE, 'O' Level and 'A' Level. In fact 50% of this teacher's timetable will be concerned with Advanced level work.

Please apply to the Headmaster by 17th October 1986. (32260) 132224

HAVERING
THE LONDON BOROUGH OF HAVERING
THE COOPER'S COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Essex
Voluntary Aided, C.E.F.E., Mixed, 850+ in Sixth Form
Scale 1 Graduate Teacher of Economics/Law, 1987.
This post offers the opportunity to teach a wide range of courses (Third Year Introductory Courses, Core Courses, CCSE Understanding Industrial Society, 'A' and 'S' level) in an innovatory department of four staff. The subject is very popular (over 100 students for 'A' level Economics) and results are very good. Curriculum development is encouraged and the Economics 14-16 project is used. There is also the opportunity to teach Government and Politics to the Third Year, for GCSE and 'A' level and/or some games.
Please apply in writing to the Headmaster with full curriculum vitae and names of two referees. London Allowance £615, paid with removal expenses in approved cases. (32475) 132222

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WINTRINGHAM SCHOOL
Wingate Avenue, Grimsby DN32 0A2
Required for November 1986: TEMPORARY FULL-TIME OR PART-TIME TEACHER OF ECONOMICS AND COMMERCE AND/OR BUSINESS STUDIES. SCALE 1. Also suitable for the teaching of Economics to 'A' level and the supporting subjects to 'O' level or equivalent. The post is to cover the absence on maternity leave of the present member of staff.
Applications for teachers seeking a part-time appointment will be considered.
Application forms and subsidiary information are obtainable from the Head Teacher at the school on receipt of s.a.e.), to whom completed forms should be returned by 13th October 1986. (33348) 132222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

MELTON MOWBRAY UPPER SCHOOL
Burton Road, Melton Mowbray, Leicestershire LE13 1DY

(14-18 Upper)

NOR: 1433

ECONOMICS
SCALE: 1 Temporary

Required a Scale 1 teacher as soon as possible for 1 term to teach Economics at G.C.S.E. 'O' level C.S.E. and 'A' Level.

Possibility of part-time or job share.

Please contact the Headteacher for further details and application forms (SAE). (33365) 132223

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE

FAILSWORTH SCHOOL
Failsworth, Manchester M35 9BA

BUSINESS STUDIES TEACHER - Scale 1

A well qualified teacher is required for this post from January 1987 at this 11-18 mixed comprehensive of 1250 pupils.
Although it is temporary for 3 years initially, a permanent post may be available for a suitable candidate. The salary will offer a second teaching subject an advantage.
Application forms (s.a.e.) from the Head at the School returnable to him by 17th October 1986.
An Equal Opportunity Employer. (32031) 132222

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
JOHN LECOTT COLLEGE
West Common Lane, Scunthorpe
Principal: K. J. B. Constable
No. on Roll: 900
An experienced, well qualified and enthusiastic HEAD OF ENGLISH (Scale 4) required from January, 1987, with proven successful teaching experience to lead a team of teachers in the English Department. At the present moment the post is to progress students for Cambridge A/S Programmes, English Oxbridge preparation, and also provides a variety of one year courses for English Language and Literature at O/G.C.S.E., together with a variety of contributions to the Central Studies Programme. All staff share in the tutorial work of the College and are expected to make a contribution to the Central Studies Programme and the life of the College in a general way.
Application forms and further details may be obtained from the Principal at the College, to whom completed forms should be returned no later than 13th October, 1986. (32341) 132418

NORFOLK
COUNTY COUNCIL

SPROWSTON HIGH SCHOOL
Cannerby Lane, Sprowston, Norwich NR7 8NE

(12-18 mixed comprehensive, NOR 1,400 - 187 6th form)

Required for January 1987 or Easter, Head of English scale 4.

Forms and further details from the Head Teacher at school. SAE please. (33303) 132418

SUFFOLK
COUNTY COUNCIL

SOUTHERN AREA

ADVISORY TEACHER FOR THE LANGUAGE SUPPORT OF BILINGUAL PUPILS Scale 3

This is a new post and the successful candidate will be expected to make a major contribution to in-service schools develop supportive approaches for bilingual pupils.

Apply immediately by letter with curriculum vitae and the names and address of two referees to the Principal Area Education Officer, St. Helen Court, County Hall, Bond Street, Ipswich IP4 2JR, s.a.e. please, for further details. (33251)

SURREY
EDUCATION COMMITTEE
Abbot Beyne School, Lurch Avenue, Guildford, Surrey GU1 1JY
Head of English, Scale 4 required for September. A well qualified and experienced teacher is required to be responsible for the teaching and organisation of the subject in a strong, lively department with an excellent examination record. The vacancy arises due to previous holder's promotion to a Deputy Headship.
Further details from the Headmaster. Tel: Guildford 37373. (32661) 132418

Scale 2 Posts and above

AVON COUNTY
SIR BERNARD LOVELL SCHOOL
North Street, Oldland Common, Bristol BS15 6TS
(11-18 Mixed Comprehensive. Roll 950)
Required from 1st January 1987, a second (Scale 3) in the English faculty with head responsibility for Drama. An imaginative teacher with experience of mixed-ability work is needed to join an enthusiastic team to develop the English and Drama curriculum throughout the school. Drama (Level Drama and English (Mode 3 syllabus) are offered in the 6th Form.
Further particulars from and letters of application to the Headteacher immediately (Tel: Bristol 352866) giving full c.v. and names and addresses of two referees. Closing date 6th October.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability, or sexual orientation. (33886) 132420

ESSEX
ILFORD URSULINE HIGH SCHOOL
Morland Road, Ilford, Essex IG1 4DS

Tel: 01-554 1995

Head: Miss P. Dixon, B.A. Hons.

HEAD OF ENGLISH - SCALE 3

Required from January 1987 for this Independent R.C. girls' grammar school owned by the Ursulines of the Roman Union a suitably qualified experienced teacher for the post of Head of English (Scale 3 with Outer London Allowance). The school (400 on roll) has been successful in both academic success and the development of pastoral care. The successful person will be appointed to head a team which will develop this further and maintain the Roman Catholic ethos of the school.

Application form and further details available from and returnable to the Head at the school. Closing date: 8 October. Interviews will be held on 15 October.

Outer London Allowance payable.

ESSEX
WEST HATCH HIGH SCHOOL
High Road, Chigwell IG7 5BT
Tel: 01-504 8216
(Roll 1100)
TEACHER OF ENGLISH, Scale 3 (Leader/Senior Allowance)
Required January, 1987, a young lively enthusiastic and successful team. Departmental responsibility related to experience and interest.
Apply by letter immediately or phone for details (foolscap s.a.e., please). (33045) 132420

HAMPSHIRE
NOADWOOD COMPREHENSIVE SCHOOL
North Road, Bitterne Park, Nr. Southampton (11-16)
N.O.R. 720 Approx.
SCALE 2 Teacher of English to act as second in Department, assuming responsibility for administration of G.C.S.E. in English.
Required January 1987. M.A.E. (F) to Headteacher (or further details. (32727) 132420

HAMPSHIRE
BELLEMOOR SCHOOL
Bellemoor Road, Southampton SO1 2QU
Required January Scale 2 - English - to be in 2nd Department.
M.A.E. to School for full details.
Applications by letter to Head with C.V. and names of two educational referees by 17th October. (32752) 132420

Scale 1 Posts

BARNET
LONDON BOROUGH
MILL HILL COUNTY HIGH SCHOOL
Worcester Crescent, Mill Hill, London NW7 4LL
Tel: 01-959 0017
New 11-18 Co-educational Roll: 1500
Sixth form 200
Required January, 1987, or earlier if available, English graduate (Scale 1) with teaching subject to 'O' standard.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher, giving full details with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (32659) 132423

BEDFORDSHIRE
EDUCATION SERVICE
SHARNBROOK UPPER SCHOOL
Odell Road, Sharnbrook, Bedford MK44 1JU
Tel: Bedford (0234) 782211
Required for January, 1987, a well qualified and enthusiastic teacher of English/Communication studies to teach throughout the age and ability range.
Scale 1, or Scale 2 post available for suitably experienced applicant.
Further details and application form may be obtained from the Acting Head, to whom they should be returned by 17th October.
Salary Scale: M.A.E. please.
An Equal Opportunities Employer. (33080) 132422

CROYDON
THE LONDON BOROUGH OF CROYDON

STANLEY TECHNICAL HIGH SCHOOL
Stanley Park Hill, London SE25

Tel: 01-771 9961

ENGLISH TEACHER SCALE 1
Tenable 1st January 1987

Teacher of English and Drama to take a lively department in school reorganised from 14/18 boys high school to 11+ intake this term. Applicant selected for a first appointment who will be keen to contribute to an exciting developmental phase in the school.

For further details and application forms please contact the Headteacher.

Closing date is 17th October 1986. (33259) 132422

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 65. 132422

DURHAM
COUNTY COUNCIL
BEARPARK COMPREHENSIVE SCHOOL
11-16 Years
ENGLISH - Salary Scale 1
Teacher required for January, 1987 to teach subject to GCE 'O' Level.
Stamped addressed envelope for application form and further details are available from Area Education Officer, Area Office Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 15th October, 1986. (32524) 132422

ESSEX
INGATESTONE ANGLO EUROPEAN SCHOOL
Willow Green, Ingatestone (0277 4DY)
Tel: 324018
(Roll 1100 inc. 170 in Sixth Form)
ASSISTANT ENGLISH TEACHER, Scale 1 (Lundpin Allowance)
Required January, graduate teacher to teach up to and including Sixth Form ('A' level and International Baccalaureate courses).
Closing date: 10th October.
Write Headteacher for application forms and further particulars (enclose s.a.e. please). (33080) 132422

SURREY
EDUCATION COMMITTEE
GEORGE ABBOT SCHOOL
Woodruff Avenue, Burpham, Guildford, Surrey GU1 1XN
Required from January 1st 1987, 2nd English and Communication studies Scale 3).
An experienced graduate teacher is required for this post to lead a team of teachers in the English Department. At the present moment the post is to progress students for Cambridge A/S Programmes, English Oxbridge preparation, and also provides a variety of one year courses for English Language and Literature at O/G.C.S.E., together with a variety of contributions to the Central Studies Programme. All staff share in the tutorial work of the College and are expected to make a contribution to the Central Studies Programme and the life of the College in a general way.
Application forms and further details available from the Acting Head. Tel: Guildford 36331. Closing date: 17th October, 1986.
(33240) 132420

TEACH ON EXCHANGE ABROAD
See Overseas Appointments or phone Central Bureau 01-486 5101, Ext. 374. (32911) 132420

HAMPSHIRE
HAMBLE SCHOOL
Satchell Lane, Hamble, Hants. SO3 5HA
11-16 Comp. Mixed 780
ENGLISH
First teaching appointment welcome.
Letters of application, full c.v., names and addresses of two referees to Headteacher. (32736)

HILLINGDON
LONDON BOROUGH OF HILLINGDON
QUEENSMEAD SCHOOL
Queens Walk, Ruislip
(Number on roll: 950 (6th form)
Headteacher: R.C. Dodd, M.A., M.Ed.
Required for 1 November, 1986, a teacher of English to teach across the ability range in this six form comprehensive school. Applications would also be welcome from a teacher able to offer Drama on a part-time basis for the equivalent of four days per week.
The English Department is staffed by six teachers and offers courses at GCSE (Syllabus A), 'O' Level, 'A' Level and Special Papers. Facilities include a well-equipped Drama studio and there is some opportunity for work in Drama.
Application forms and further details available from the Acting Headteacher. Applications should be returned without delay. (32659)

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

THE BURLEIGH COLLEGE
Loughborough Road, Leicestershire LE21 4BA

(14-18 Upper)

ENGLISH
SCALE 1

Required October 1986 to cover for teacher on Leave. Until 31st March, 1987, and 5th term, 1987 to sixth form work. The post is available. The school's English department is one of 6 departments working on a mutual support. Part-time considered.

Please contact the Head teacher for further details and application forms (SAE). (32641)

LONDON
ST. PAUL'S R.C. SCHOOL
Wickham Lane, London SE2

Tel: 311 3858
(548 Mixed)
Headmaster: Mr. S.J. Brady
Required a Teacher with honours degree in English and Humanities who will be responsible for leading a team of 4 teachers teaching courses from 11+ to 'A' level. Middle school experience would be an advantage.
The teaching English and Humanities will be part of a team approximately 8 full time teachers. Applications will be welcomed from teachers wishing to work in a 7 form entry Catholic comprehensive school.
Further particulars and application forms from the Headmaster. (32714)

NORFOLK
COUNTY COUNCIL

SPRINGWOOD HIGH SCHOOL
Queensway, Gaywood, King's Lynn PE30 4AP

(Group 1(3) Roll: 1156 Mixed (11-18 years)

Required January, 1987, a Scale 3 - English Second in Department.

Apply by letter, giving names of two referees and curriculum vitae to the Headmaster from whom further particulars are obtainable (s.a.e. please). Closing date: 15th October, 1986. (33138) 132420

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

CATERHAM HIGH SCHOOL
Caterham Avenue, Clayhall, Ilford IG5 0QW

Tel: 01-551 4415/6

Head: Dr A. Atkins

Required for January 1987, a suitably qualified teacher of Drama to be in charge of the subject throughout the school. The Applicant should also be able to teach English to GCSE.

Scale 2 with Outer London Allowance.

Please apply by letter to the Headteacher giving full details of qualifications and experience, if any, and the names and addresses and telephone numbers of 2 professional referees. (32642) 132420

SUFFOLK
COUNTY COUNCIL

ORWELL HIGH SCHOOL
Nacton Road, Felixstowe, Suffolk IP11 9RP

11-18 mixed comprehensive roll 1099

Required January 1987 well qualified experienced teacher as SCALE 3 CSE/A/S Level English (50% of timetable) to coordinate and develop the English Department. Scale 2 post.

Apply by letter with curriculum vitae and the names and addresses of two referees to the Head of English at the School.

Application form and further details available from the Head at the school. Closing date: 8 October.

Outer London Allowance payable.

HAMPSHIRE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
PRESTON SCHOOL
South Ella Way, Kirk Ella HU10 7LU
ENGLISH - SCALE 1
Required for January 1987 a teacher of English to a mixed comprehensive school. There is some possibility of work in Drama.
Application forms and/or details are available from the Head of the school to whom completed forms should be returned by 14th October 1986. (32968)

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AND WILMINGTON SECONDARY SCHOOL
Wilmington Hall, Dartford, Kent DA2 7DB
Required by January, 1987 teacher of English. Scale 1 English is taught in CSE and GCSE levels. The school is a mixed secondary school in rural setting two miles from Dartford.
Letter of application, c.v. and the names and addresses of two referees, should be sent to the Headmaster as soon as possible from whom full details are available.
Closing date: 17th October, 1986.
Possibility of help with private housing in some cases.

SOUTH KENT AREA
THE NORTHLEIGH SCHOOL
Ruxley
Upper School, Ensole Road, Ashford
Required for January 87 Teacher of English Scale 1
Application form and further details from the Headteacher at the school. (33237)

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
HOLLYFIELD SCHOOL
Surbiton Hill Road, Surbiton, Surrey KT5 8TU
Tel: 01-399 9867
No. on Roll 1019, 11-18 mixed
Required as soon as possible a teacher of ENGLISH to take a lively innovative department.
Scale 1 post. Lundpin allowance £735.
Application forms are available from the Acting Head. Applicants are asked to return forms without delay.

Scale 1 Posts

WEST SUSSEX
BACKWILLS SCHOOL
Victoria Road, East Grinstead, Sussex
Vacancy arises on roll, aged 11-18, including 811 in 6th Form.
Required as soon as possible, GEOGRAPHY Scale 1 (part-time 16/40) to teach 4 years 1-5.
Application forms and further information available from Headmaster (s.a.e. please). (32858) 132422

BROMLEY
HAYESBROME SCHOOL
Baycott Lane, Bromley, Kent BR2 9HH
Tel: 01-460 0985
For January 1987, for two terms only, a graduate to teach Geography, up to GCSE level, Scale 1. A share in the 'A' level course will be available. The ability to offer a strong second subject will be an advantage. The vacancy arises due to secondment of a member of this active and successful department.
The school is a five form entry comprehensive with approximately 800 pupils.
Application forms and further details available from the Headmaster (please telephone) to whom completed forms should be returned by 14th October, 1986. (32665)

HARROW
EDUCATION COMMITTEE

CANONS HIGH SCHOOL
Shaldon Road, Edgware, Middlesex HA8 6AN

Tel: 01-958 1614

We need two teachers of GEOGRAPHY temporarily to join a lively Humanities Department during the interests of teachers within the department. One post is available immediately until Christmas. The second post is available from January. Both appointments will be at Scale 1 or Scale 2 depending on experience.

Canons is committed to developing student independent learning, mixed ability groups, to policies for anti-racism and equal opportunities education and to the encouragement of involvement with the local community.

Outer London Allowance is payable.

Letter of application with c.v. and the names and addresses of two referees should be sent ASAP to the Headteacher, to arrive no later than 14.10.86.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (33172) 132629

HARROW
EDUCATION COMMITTEE

WHITMORE HIGH SCHOOL
Parlock Avenue, Harrow HA2 0AD

Tel: 01-864 7688

ENGLISH

Energetic and enthusiastic teacher required as SECOND (Scale 3) within an English Department where emphasis is placed on collaboration and teamwork. The successful candidate would be expected to show high expectation for pupils and a determination for their success within the context of mixed ability teaching.

Letter of Application with c.v. and the names and addresses of 2 referees to be sent ASAP but not later than 13.10.86 to the Headteacher.

Outer London Allowance Payable.

Harrow is an Equal Opportunity Employer. (33170) 132420

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

CATERHAM HIGH SCHOOL
Caterham Avenue, Clayhall, Ilford IG5 0QW

Tel: 01-551 4415/6

Head: Dr A. Atkins

Required for January 1987, a suitably qualified teacher of Drama to be in charge of the subject throughout the school. The Applicant should also be able to teach English to GCSE.

Scale 2 with Outer London Allowance.

Please apply by letter to the Headteacher giving full details of qualifications and experience, if any, and the names and addresses and telephone numbers of 2 professional referees. (32642) 132420

SUFFOLK
COUNTY COUNCIL

ORWELL HIGH SCHOOL
Nacton Road, Felixstowe, Suffolk IP11 9RP

11-18 mixed comprehensive roll 1099

Required January 1987 well qualified experienced teacher as SCALE 3 CSE/A/S Level English (50% of timetable) to coordinate and develop the English Department. Scale 2 post.

Apply by letter with curriculum vitae and the names and addresses of two referees to the Head of English at the School.

Application form and further details available from the Head at the school. Closing date: 8 October.

Outer London Allowance payable.

Scale 1 Posts

WEST SUSSEX
BACKWILLS SCHOOL
Victoria Road, East Grinstead, Sussex
Vacancy arises on roll, aged 11-18, including 811 in 6th Form.
Required as soon as possible, GEOGRAPHY Scale 1 (part-time 16/40) to teach 4 years 1-5.
Application forms and further information available from Headmaster (s.a.e. please). (32858) 132422

SECONDARY ENGLISH

continued

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE

FAILSWORTH SCHOOL
Billinge Avenue, Failsworth, Manchester M35 9BA

ENGLISH TEACHER - Scale 1

A graduate is required from January 1987 at this 11-18 mixed comprehensive of 1250 pupils, to take an active role in the English Department. Sixth Form work may be available for a suitable candidate.

The ability to offer a second teaching subject would be an advantage.

Application forms and further details available from the Headteacher (please telephone) to whom completed forms should be returned by 14th October, 1986. (32665) 132422

HARROW
EDUCATION COMMITTEE

CANONS HIGH SCHOOL
Shaldon Road, Edgware, Middlesex HA8 6AN

Tel: 01-958 1614

We need two teachers of GEOGRAPHY temporarily to join a lively Humanities Department during the interests of teachers within the department. One post is available immediately until Christmas. The second post is available from January. Both appointments will be at Scale 1 or Scale 2 depending on experience.

Canons is committed to developing student independent learning, mixed ability groups, to policies for anti-racism and equal opportunities education and to the encouragement of involvement with the local community.

Outer London Allowance is payable.

Letter of application with c.v. and the names and addresses of two referees should be sent ASAP to the Headteacher, to arrive no later than 14.10.86.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (33172) 132629

History

Scale 2 Posts and above

BUCKINGHAMSHIRE
WYCOMBE AREA
Equal Opportunity Employer
GREAT MARLOW SCHOOL
Bobmore Lane, Marlow SL7 1JE
Headteacher: Mr G. Hunter
No. on Roll: 601
Required immediately a temporary teacher to teach History throughout the school. This is a temporary post for two terms to cover the absence on maternity leave of the permanent post holder. A scale 2 post is available. Applicants who require part-time work are most welcome to apply.
Applications in writing including full c.v. and the names and addresses of two referees to the Headmaster as soon as possible. (32855) 132620

TEACH ON EXCHANGE ABROAD
See Overseas Appointments or phone Central Bureau 01-486 5101, Ext. 374. (32911) 132420

Geography

Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
DENBIGH SCHOOL
Cornwell Timbers Drive, Bletchley, Milton Keynes MK3 7HU
(mixed comprehensive, approximately 1050 on roll)
Required from April 1st April 1987, a teacher of Geography, who will be responsible for this subject throughout the school. Based on the Avery Hill GCSE course, and has recently commenced the 16-19 project at 'A' level. The Humanities department has begun a system of pupil profiling from September 1986 for lower school pupils and is developing more and more effective links within the School and the Community.
Assistance with removal expenses and rented housing may be given in a wide range of cases and there is a wide range of housing to suit the area.
Apply by letter to the Headteacher, Mr. Peter Perrin, M.A., giving full curriculum vitae and the names and addresses of two referees. (33306) 132630

CHESHIRE
EDUCATION COMMITTEE

ST. CHAD'S R.C. COMPREHENSIVE SCHOOL
Grangeway, Runcorn, Cheshire WA7 5YH

Tel: 54106
(N.O.R. 100: 6th Form 114)

(11-18)

TEACHER OF HISTORY

(Scale 1)

Required from January, 1987. 'A' level work is available for suitable applicants.

Application forms obtained from and returned to B.O. Parsons, B.A.(Lib. Chad's R.C. Comprehensive School, as soon as possible. (32472) 132629

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
PILGRIMS UPPER SCHOOL
Churchill Drive, Bedford
Tel: Bedford (0234) 50619
Required January 1987, for the spring term 1987 only, a temporary graduate teacher of History. Scale one.
The vacancy includes CSE, O'Level and 'A' Level work. This could be a full or two part-time appointment.
Application forms and further details from Mr. Woodmaster. SAE please.
ENGLISH - Scale 1 Immediately.
An Equal Opportunities Employer. (33078) 132629

CHESHIRE
EDUCATION COMMITTEE

ST. CHAD'S R.C. COMPREHENSIVE SCHOOL
Grangeway, Runcorn, Cheshire WA7 5YH

Tel: 64106
(N.O.R. 100: 6th Form 114)

(11-18)

TEACHER OF HISTORY

(Scale 1)

Required from January, 1987. 'A' level work is available for suitable applicants.

Application forms obtained from and returned to B.O. Parsons, B.A.(Lib. Chad's R.C. Comprehensive School, as soon as possible. (32472) 132629

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS Secondary

Ivybridge Community College,
Harford Road, Ivybridge, PL21 0JA (Roll 1499)
Headteacher – Group 12 (£22,251 – £23,700 + 10% for Community College)
Required April 1987. Further details and application form (size 15 × 23cm required) from Area Education Officer, Civic Centre, Plymouth, PL1 2EW. Closing date 17 October 1986.

Kingsbridge School and Community College,
Kingsley Road, Kingsbridge, TQ7 1EY.
Head/Warden – Group 11 (£20,787–£22,332 plus 10% warden's allowance)
Required September 1987. Closing date 24 October 1986

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HEADTEACHERS Primary

Honiton Primary School,
Clapper Lane, Honiton, EC14 8QF. (Roll 384)
Headteacher – Group 8 (£14,751 – £16,236) – Readvertisement
Required April 1987 or earlier if possible. Previous applicants who wish to be reconsidered should notify the Authority in writing. Application forms and further details (SAE required) from Area Education Officer, 7 Barnfield Crescent, Exeter, EX1 1SU. Closing date 17 October 1986.

Plymouth, Marlborough Primary School
Morice Square, Devonport, Plymouth, PL1 4NT. (Roll 160)
Headteacher – Group 4 (£12,720 – £14,176)
Required April 1987. Further details and application form (size 15 × 23 cm required) from Area Education Officer, Civic Centre, Plymouth, PL1 2EW. Closing date 17 October 1986.

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DEPUTY HEADTEACHERS Primary

Paignton, Foxhole Infants School,
Fernicombe Road, Paignton, TQ3 3UX. (Roll 115 + Nursery Unit)
Deputy Head – Group 3
Required April 1987, or earlier if possible. Closing date 17 October 1986.

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DEPUTY HEADTEACHERS Special

Plymouth, Millford School,
Rochford Crescent, Ernesettle, Plymouth.
Deputy Head – Group 8S
Required January 1987 for this purpose built Special School for children with severe learning difficulties. The duties of Deputy Head in addition to senior management responsibilities will include a class commitment in the senior unit and other specific delegated responsibilities including the organisation of the school leavers programme. Closing date 17 October 1986.

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SCALE POSTS Secondary

Barnstaple, The Park School,
Park Lane, Barnstaple, EX32 9AX. (Roll 950)
Scale 3 – Head of Humanities
Required January 1987. Closing date 17 October 1986.

Chulmleigh School and Community College (11–16 Mixed Comprehensive),
Chulmleigh, EX18 7AA (Roll 498)
Scale 1 English
Required January 1987 to teach throughout the age and ability range within the languages faculty. Applicants should have an interest in Community Education and enthusiasm for new teaching methods. Apply by letter to headteacher with CV and names and addresses of two referees. Closing date 17 October 1986.

South Dartmoor School,
Ballard Lane, Ashburton, TQ13 7EW. (Roll 850)
Scale 2 In Charge of Girls Physical Education
Required April 1987 or earlier if possible an enthusiastic and well qualified teacher to join a well established department. An ability to teach Educational Gymnastics and dance would be preferred. Closing date 17 October 1986.

Torquay Grammer School for Girls,
30 Shiphay Lane, Torquey, TQ2 7DY. (Roll 720)
Scale 2 – Religious Education
Required April 1987, or earlier if possible to be Head of RE and to teach the subject throughout the school up to A/S levels. A very strong department with considerable numbers opting for the subject. Closing date 17 October 1986.

Axminster School,
Chard Street, Axminster, EX13 5EA. (Roll 590)
Scale 1 – Music
Required for January 1987 to be responsible for the subject throughout the school to GCSE level. The ability to work within an integrated creative arts faculty would be an advantage. Closing date 17 October 1986.

Plymstock, Coombe Dean School,
Charnhill Way, Elburton, Plymstock, Plymouth, PL9 8ES. (Roll 963)
Scale 1 – Art
Required January 1987 to teach throughout the schoolwith particular emphasis on fabric printing up to GCSE and A level to join the Head of Art and one part-timer. Closing date 17 October 1986.

SCALE POSTS Primary

Burlescombe C of E Primary School,
Burlescombe, Nr Tiverton, EX16 7JH. (Roll 58)
Scale 1
Required January 1987 an enthusiastic teacher for top infant s/lower juniors with keen interest in music and/or boys games. Closing date 17 October 1986.

Brixham, Higher Brixham Primary School,
Chestnut Drive, Brixham, TQ5 0EQ. (Roll 67)
Scale 1 Lower Infants
Required January 1987 and interest in community aspects of Education and a commitment to whole life of school desirable. Closing date 17 October 1986.

Torquay, St Marychurch CE Primary School,
Hartop Road, Torquay, TQ1 4QH. (Roll 204)
Scale 1
Required January 1987 an enthusiastic teacher for top juniors. Ability to give a strong lead in a major curriculum area Closing date 12 October 1986.

Exeter, Montgomery Combined (6–12 Years) School,
Manor Road, St Thomas, Exeter, EX4 1EN. (Roll 321)
Scale 1 Reception Infants
Required January 1987 an enthusiastic, well organised teacher to joint the First School Department. To be responsible for a class of reception/infants in the first instance but willing and able to teach in the 8–9 age range. An interest in music making the First School Science would be an advantage. Closing date 17 October 1986.

Exeter, Whipton (5–8 Years) First School,
Hill Lane, Exeter, EX1 3JP. (Roll 300)
Scale 1
Required January 1987 initially to teach lively class of 6–7 year olds, but must be able to teach all age ranges in the first school. Closing date 17 October 1986.

Exbourne C of E Primary School,
Exbourne, Okehampton, Devon, EX20 3SQ. (Roll 28)
Scale 1
Required January 1987 an adaptable and flexible teacher for the curriculum areas across the primary age range in this small rural school. Please state strengths and particular curricular interests. Closing date 17 October 1986.

Ivybridge Infants School,
Station Road, Ivybridge, PL21 0JA. (Roll 143)
Scale 1
Required January 1987 a teacher with infant training/experience willing to work with an energetic enthusiastic team. A positive commitment to good infant practice and parent liaison. Closing date 17 October 1986.

Plymouth, Manadon Vale Primary School,
St Peter's Road, Manadon, Plymouth, PL5 3DL. (Roll 392)
Scale 2 – Humanities
Required January 1987 an enthusiastic teacher to lead the above area of curriculum throughout the school. The successful applicant will be required to teach initially, a class of upper juniors. Please state additional curricular strengths and interests. Closing date 17 October 1986.

Tavistock, St Rumon's C of E Infants School,
Dolwin Road, Tavistock, PL19 9EA. (Roll 100)
Scale 1 Infants
Required January 1987 an ability to work as part of a team essential. Please state curriculum interests. Closing date 17 October 1986.

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SCALE POSTS Special

Exeter, Barley Lane Special School,
Barley Lane, Exter, EX4 1TA. (Roll 40)
Scale 1 (S) – Mathematics/Computer
Required January 1987 a Mathematics teacher for school leaver groups (Currently studying for CSE but GCSE in 1988) and the person should, ideally, also be able to teach computer studies to all the school. Please state other curricular interests. Barley Lane is a special school for children aged 10 to 18 years, with behaviour problems. Closing date 17 October 1986.

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OTHER POSTS

Project Officer, (Adult Educational Guidance)
Salary Scale Burnham FE LII.
Required as soon as possible to help develop and operate an educational guidance and counselling service for adults in the West Devon Area. It is likely that the person appointed will be based in Plymouth and will be supported by a county co-ordinator soon to take up office. The successful applicant will have substantial experience of either Adult Education or Guidance and counselling together with the knowledge and sympathy for the field in which they lack direct experience. Application forms and further details available from Chief Education Officer (Personnel Section), County Hall, Topsham Road, Exeter, EX2 4QG. Closing date 17 October 1986.

Peripatetic Nursery Teacher North Devon
Scale 2
Required January or April 1987. Applicants should be qualified and/or experienced nursery teachers with car and driving licence. The person appointed will be responible to the Headteachers for the running of nursery groups attached to Northam St George's, and Appledore schools. Application form and further details obtainable from (SAE required) and returnable to Area Education officer, Civic Centre, Barnstaple, EX31 1EG. Closing date 17 October 1986. (2269)

DEVON
AN EQUAL OPPORTUNITIES EMPLOYER

SECONDARY HISTORY
continued

ISLE OF MAN
BOARD OF EDUCATION

RAMSEY GRAMMAR SCHOOL

(14-18 Mixed Comprehensive - 800 on roll)

HISTORY TEACHER - Scale 1

Required for September, 1987, experienced and/or established teacher, to teach throughout the School. Specialist level work could be available for suitable candidate.

Letters of application giving brief curriculum vitae and the names and address of two referees, to the Headmaster, The Grammar School, Ramsey, Isle of Man. (06244 53202) by 15th October, 1986. (32928) 132822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
RAINHAM SCHOOL FOR GIRLS
Derwent Way, Rainham ME8 0BX
Temporary teacher for history and humanities for years 1, 2 & 3 required immediately to cover maternity leave.
Apply immediately by letter with C.V. to the Headmistress. (33221) 132832

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

RUSHEY MEAD SCHOOL
Melton Road, Leicester LE4 7PA

(11-16 Secondary)

HUMANITIES/HISTORY/ ECONOMICS

Please see under Secondary Scale 1 Humanities. (33124) 132822

Home Economics

Heads of Department

DUDLEY
METROPOLITAN BOROUGH

Equal Opportunities Employer

MONS HILL SCHOOL
111 Wren's Hill Road, Wren's Nest Estate, Dudley, West Mids. DY1 3HF

(12-16 co-ed. comp. Group 8)

For January enthusiastic teacher of HOME ECONOMICS (Scale 3) to be solely responsible for subject throughout school. Willingness to be involved with curriculum initiatives in this field of particular importance.

Details/Application forms from and returnable to Headteacher by 13th October. (32996) 132018

ESSEX
WESTBOROUGH HIGH SCHOOL FOR GIRLS
Boston Avenue, Southend-on-Sea SS2 6JX
Tel: Southend 343233
Roll 1600
HEAD OF CREATIVE STUDIES. Scale 3
Required for January, 1987 (due to retirement), experienced teacher of Needlework, Textile Studies, Child Care. Pastoral care experience useful.
Curriculum vitae and names of two referees to Headteacher. (Foolscap s.a.e. please). (32106) 133018

Scale 2 Posts and above

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
DR. HENRY FLOYD HIGH SCHOOL
Oxford Road, Aylesbury, Bucks. HP21 8SZ
Headteacher: D. May B.A.
Roll: 1200 pupils
Scale: 5
Required January, 1987, an experienced Teacher of Domestic Subjects to be Head of Department. Subjects taught are Food and Nutrition, Child Care and Development, Textiles. To explore the new developments in these areas, experience in teaching Child Care and Development essential. A large, well-equipped department with a full range of facilities. Commitment to the whole school curriculum and participation in extra-curricular activities essential. Salary will be on the Burnham Scale plus allowance for responsibility.
Application forms from the Headteacher's Secretary to whom they should be returned as soon as possible.

SURREY
EDUCATION COMMITTEE
FREEMASONS WARD C OF E. SECONDARY SCHOOL
Bishop's Road, Bansbury-on-Thames, Middlesex TW16 6LA
227 teacher of Home Economics required for September 1987 to join an enthusiastic and forward looking department at this mixed Secondary Modern School of 600. The post includes some 6th Form work. A London fringe allowance is payable.
Application forms and further details from the Headteacher at the school (Tel: Sunbury-on-Thames 3054).
(33334) 133022

ENFIELD
LONDON BOROUGH OF
ENFIELD
EDMONTON SCHOOL
Great Cambridge Rd., Enfield EN1 1HG
Roll: 1200 Mixed
Tel: 01-360 3138
Required January 1987, teacher of HOME ECONOMICS, Scale 1, for this well-established comprehensive school close to Green Path. The subject is taught to all lower school pupils with options to CSE, O.C.E. (Food, Textiles and Child Development) and 'A' level.
London Allowance, £726. Consideration given to assistance with removal/relocation costs, temporary housing and two terms' mileage allowance.
Application forms (large s.A.E.) obtainable from and returnable to The Headmaster as soon as possible.
An equal opportunity employer. (32815) 133028

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
GILLINGHAM SCHOOL
Marlborough Road, Gillingham, ME7 4ET
Maintained School
Roll: 1000
Required for January, 1987, a qualified teacher of Home Economics (Scale 3). Ability to offer FOOD and NUTRITION at examination level. Interest in Textiles and Child Development an advantage. Teaching across age-range with some 5th year examination work.
Completed details and forms of application from the Headteacher, to whom they should be returned by 15th October. (32929) 133002

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
BEACONSFIELD SECONDARY SCHOOL
Wattleton Road, Beaconsfield, Bucks. HP9 1SE
Headmaster: Mr M. Stanyon
Teacher of Home Economics required for January, 1987 to join an enthusiastic and forward looking department at this mixed Secondary Modern School of 600. The post includes some 6th Form work. A London fringe allowance is payable.
Application forms and further details from the Headteacher at the school (Tel: Beaconsfield 3054).
(33334) 133022

SURREY
EDUCATION COMMITTEE
FREEMASONS WARD C OF E. SECONDARY SCHOOL
Bishop's Road, Bansbury-on-Thames, Middlesex TW16 6LA
227 teacher of Home Economics required for January, 1987 to join an enthusiastic and forward looking department at this mixed Secondary Modern School of 600. The post includes some 6th Form work. A London fringe allowance is payable.
Application forms and further details from the Headteacher at the school (Tel: Sunbury-on-Thames 3054).
(33334) 133022

Humanities

Heads of Department

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 63. (32608) 133218

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

CASTERTON COMMUNITY SECONDARY COLLEGE
Great Casterton, Stamford, Lincolnshire PE9 4AT

(11-16)

N.O.R.: 730

HEAD OF HUMANITIES Scale 4

Required January, Historian to lead the Humanities Department and to contribute to developing whole school and cross curriculum initiatives in this rural community college. Experience of sasm. work essential.

Please contact the Headteachers for further details and application forms (S.A.E.). (33623) 133218

Scale 1 Posts

BOLTON
METROPOLITAN BOROUGH
DEPARTMENT OF EDUCATION AND ARTS
(An Equal Opportunity Employer)
BRADFIELD SCHOOL
Hill Cot Road, Bolton BL2 2JW
(11-16)
Temporary HOME ECONOMICS Scale 1 required as soon as possible to cover all aspects of the subject including Food and Nutrition, Fabric and Textiles, and Child Development Studies.
THE Curriculum is New York, Bolton BL3 4NG
(11-16)
Temporary HOME ECONOMICS Scale 1 required from 1.1.87 to 31.8.87 to cover leave to include a small amount of Child Studies and Fabric Studies.
Application forms available from the Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW. Completed application forms to be returned to the Head Teacher at the school by 15th October, 1986. (32988) 133022

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
BEACONSFIELD SECONDARY SCHOOL
Wattleton Road, Beaconsfield, Bucks. HP9 1SE
Headmaster: Mr M. Stanyon
Teacher of Home Economics required for January, 1987 to join an enthusiastic and forward looking department at this mixed Secondary Modern School of 600. The post includes some 6th Form work. A London fringe allowance is payable.
Application forms and further details from the Headteacher at the school (Tel: Beaconsfield 3054).
(33334) 133022

ENFIELD
LONDON BOROUGH OF
ENFIELD
EDMONTON SCHOOL
Great Cambridge Rd., Enfield EN1 1HG
Roll: 1200 Mixed
Tel: 01-360 3138
Required January 1987, teacher of HOME ECONOMICS, Scale 1, for this well-established comprehensive school close to Green Path. The subject is taught to all lower school pupils with options to CSE, O.C.E. (Food, Textiles and Child Development) and 'A' level.
London Allowance, £726. Consideration given to assistance with removal/relocation costs, temporary housing and two terms' mileage allowance.
Application forms (large s.A.E.) obtainable from and returnable to The Headmaster as soon as possible.
An equal opportunity employer. (32815) 133028

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
GILLINGHAM SCHOOL
Marlborough Road, Gillingham, ME7 4ET
Maintained School
Roll: 1000
Required for January, 1987, a qualified teacher of Home Economics (Scale 3). Ability to offer FOOD and NUTRITION at examination level. Interest in Textiles and Child Development an advantage. Teaching across age-range with some 5th year examination work.
Completed details and forms of application from the Headteacher, to whom they should be returned by 15th October. (32929) 133002

SURREY
EDUCATION COMMITTEE
FREEMASONS WARD C OF E. SECONDARY SCHOOL
Bishop's Road, Bansbury-on-Thames, Middlesex TW16 6LA
227 teacher of Home Economics required for January, 1987 to join an enthusiastic and forward looking department at this mixed Secondary Modern School of 600. The post includes some 6th Form work. A London fringe allowance is payable.
Application forms and further details from the Headteacher at the school (Tel: Sunbury-on-Thames 3054).
(33334) 133022

NORFOLK
COUNTY COUNCIL

BOWTHORPE SCHOOL
Bowthorpe Road, Norwich NR5 8AJ

(12-18 mixed comprehensive) NOR 650

HUMANITIES (Temporary) Scale 1

Required for January 1987 for two terms to teach throughout the school including examination work. Separate disciplines will include Geography, History, RE and Social Studies up to fifth form years. Ability to help with PE an advantage. Tutorial work important in the school.

Letters of application to the Headteacher with full cv and names and addresses of two referees (SAE please). Closing date: 17th October, 1986. (33123) 133022

Scale 2 Posts and above

HARROW
EDUCATION COMMITTEE

WHITMORE HIGH SCHOOL
Porlock Avenue, Harrow HA2 0AD

Tel: 01-864 7688

HUMANITIES

Energetic and enthusiastic Deputy Head of History and Social Science Department required (Scale 3). The successful candidate should be able to teach Sociology and to take responsibility for a new GCSE course. Modular Humanities (which considers personality and Society) and Geography (Modules) to be introduced in several schools in Harrow in September 1987. Applicants should be committed to the ideals of comprehensive education, in particular to mixed ability teaching.

Letter of application with CV and the names and addresses of 2 referees to the Headteacher, marked A.S.A.P. but not later than 15.10.86 to the Headteacher. Outer London Allowance payable.

Harrow is an Equal Opportunities Employer. (32676) 133020

Scale 1 Posts

ESSEX
THE RAMSEY SCHOOL
Colne Road, Halstead CO9 2HR
Tel: 0787 475481
(Roll 1604)
TEACHER OF HUMANITIES.
Scale 1 (Temporary)
required for January, 1987, for two terms. Appointed person will work with 1st-3rd Years teaching predominately History and Geography.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (33048) 133022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
RAINHAM SCHOOL FOR GIRLS
Derwent Way, Rainham ME8 0BX
Temporary teacher for history and humanities for years 1, 2 & 3 required immediately to cover for maternity leave.
Apply immediately by letter with C.V. to the Headmistress. (33132) 133022

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

RUSHEY MEAD SCHOOL
Melton Road, Leicester LE4 7PA

(11-16 Secondary)

Roll 841

HUMANITIES/HISTORY/ ECONOMICS Scale 1

Required as soon as possible for the acceptable candidate to teach History and Social Studies to 4th and 5th Year History and Social Studies pupils and to assist in the Junior History and Humanities courses.

Please contact the Headteacher for further details and application forms (S.A.E.). (32676) 133020

NORFOLK
COUNTY COUNCIL

BOWTHORPE SCHOOL
Bowthorpe Road, Norwich NR5 8AJ

(12-18 mixed comprehensive) NOR 650

HUMANITIES (Temporary) Scale 1

Required for January 1987 for two terms to teach throughout the school including examination work. Separate disciplines will include Geography, History, RE and Social Studies up to fifth form years. Ability to help with PE an advantage. Tutorial work important in the school.

Letters of application to the Headteacher with full cv and names and addresses of two referees (SAE please). Closing date: 17th October, 1986. (33123) 133022

Mathematics

Heads of Department

AVON COUNTY
WHITEFIELD FISHPONDS SCHOOL
Snowdrop Road, Fishponds, Bristol BS16 2UD
Required from 1st January 1987, Head of Mathematics Scale 4 (+TLR). Experienced graduate to take full responsibility for the subject throughout the school to GCSE and 'A' Level.
Further details from and letters of application to the Headteacher immediately, giving full c.v. and names and addresses of two referees, enclosing s.a.e.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (32885) 133418

HAVERING
LONDON BOROUGH OF HAVERING
ALBANY SCHOOL
Broadstone Road
Hornchurch RM12 4AJ
Tel: Hornchurch 41337
Headteacher: A.P. Wunderly, B.Sc.
Roll: 810 Mixed
Required January 1987, Head of Mathematics Department must be able to teach A level and, for this 5 form entry school.
Further details should be obtained by telephone or writing to the Headteacher. Applications letters and qualifications curriculum vitae and the names of two referees should be sent as soon as possible.
(33218) 133418

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
SANDWICH SECONDARY SCHOOL
Dover Road, Sandwich CT13 0DA
Group 9 Secondary Modern
Head of Mathematics Scale 4. Experienced teacher required for January 1987 to lead the department of four.
Apply by letter stating interests, including full cv and names and addresses of two referees as soon as possible.
Further details available from the Headmaster. (SAE please). (33153) 133418

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

THE WELLAND PARK COLLEGE
Welland Park Road, Market Harborough, Leicestershire LE16 9DR

(11-14 High)

N.O.R.: 570

SUBJECT: Head of Mathematics

Required for January 1987 an enthusiastic, suitably qualified and experienced mathematician to lead the department in this high school based Community College.

Please contact the Headteacher for further details and application forms (S.A.E.). (32855) 133418

WEST SUSSEX
CHATSMORE CATHOLIC HIGH SCHOOL
Goring Street, Worthing, West Sussex BN12 3AA
(Mixed 11-18 Comprehensive - 870 pupils on roll)
Required, in January 1987 Head of Maths. Scale 4. Applications are invited from successful and experienced teachers of Maths to lead a significant department. It is possible to develop computing courses throughout the school in connection with colleagues in other departments.
Application forms and further details from the Headmaster, s.a.e. please.
Removal expenses paid in certain circumstances.
Closing date: 17th October, 1986.
(33141) 133418

WIRRAL METROPOLITAN BOROUGH OF WIRRAL

BIRKENHEAD INSTITUTE HIGH SCHOOL FOR BOYS
Tollemache Road, Birkenhead L41 6EN

Required for January 1987

HEAD OF MATHEMATICS - SCALE 4

A well qualified and experienced Teacher of Mathematics is sought for a small but successful department.

Further particulars and application form from The School Secretary (s.A.E. please). (32751) 133418

Scale 2 Posts and above

BROMLEY
ST. OLAVE'S GRAMMAR SCHOOL
Goddington Lane, Orpington, Kent BR6 9BH
Tel: Orpington 20101
For January 1987. Graduate to share in teaching of MATHEMATICS to A level in this voluntary-aided selective school on Green Belt site (150 in Sixth Form). A candidate with additional qualifications/practical assistance with rugby, cricket or basketball would be particularly welcome.
A Governors' house or flat may be available at an economic rate if this would be helpful.
Scale 2 plus £726 London Allowance.
Further details are available on request, together with application forms which should be returned to the Headmaster at the school by 17th October, 1986. (32598) 133418

ESSEX
CHALVEDON SCHOOL
Please see under Pastoral, Head of Department. (33102) 133420

KENT
TUNBRIDGE WELLS
THE SKINNERS' SCHOOL
(Voluntary Aided Grammar School of 880 boys)
Required for January 1987, an experienced Graduate well qualified to teach Mathematics throughout the School to 'A' level. Statistics is desirable. This is an Incentive Scale 3 appointment as Second in the Department. Responsibility will be given to assist with activities will be a recommendation.
Apply by letter to the Headmaster, The Skinners' School, Tunbridge Wells TN4 9PH, giving curriculum vitae, a statement of interests and the names of two referees. (33154) 133420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
DARTFORD MANOR SCHOOL
Marlborough Road, Gillingham ME7 5HT
Required for January, 1987, experienced teacher of Mathematics to join Mathematics Department. Ability to assist with Information Technology and to lead small groups in Remedial Mathematics. Commitment to developing subject ideas and participation in extra-curricular activities essential.
R.S.E.N.P. scheme operating. Further particulars and application form from the Headteacher, s.a.e. please.
Closing date: 17th October, 1986. (33155) 133420

KNOWSLEY
The Authority proposes to strengthen its team of PERMANENT TEACHERS/TEACHERS by making appointments at Scale 2/3 experienced and well qualified mathematic teachers.
These are new positions which will work with 11-13 Years teaching predominately Mathematics and Geography.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (33048) 133422

WILTSHIRE
MATRAVERS SCHOOL
Springfield Road, Westbury, Wilts.

(11-16 Mixed comprehensive; 1100 on roll)

Headteacher: N. Gibbs, B.Sc.

Required for January 1987 a well qualified experienced (SCALE 3) teacher of Mathematics to take responsibility for the development across the curriculum, to assume a specific responsibility in the Mathematics Department.
Further details of the post are available from the Headteacher (SAE please), to whom letters of application with CV and names of two referees should be sent as soon as possible. Closing date for applications is 17th October, 1986.
An Equal Opportunities Employer. (33086) 133422

BERKSHIRE
PROSPECT SCHOOL
Hosey End Lane, Hosey Hill, Watford WD2 8AA
(11-18 Mixed Comprehensive School) 1350 pupils
R.O.O.D. 1350
Required from January 1987 a graduate Mathematics to take responsibility for the Mathematics to lead the Mathematics Department.
Further details of the post are available on request. Applications by letter with C.V. with names and addresses of two referees should be sent to the Headteacher as soon as possible.
Closing date: 17th October, 1986.
An Equal Opportunities Employer. (33086) 133422

BEXLEY
LONDON BOROUGH
PICARDY SCHOOL
Erith Road, Belvedere, Kent DA17 6HJ
Tel: Erith 4121
Required for January 1987, full-time Mathematics, or teacher with possibility of lesser timetable but not essential. Mathematics and retired Mathematics teacher considered. Ability up to 'A' level. Teacher of Computer Studies also welcome.
Letter of application and CV to the Headteacher.

PICARDY SCHOOL
The Oaks, Erith Road, Belvedere, Kent DA17 6HJ
Tel: Erith 4121
Required for January 1987, or possible, Teacher of Mathematics. This is a temporary appointment to cover maternity leave.
Further information and application forms from the Headteacher to whom completed forms should be returned, quoting post reference number by 17 October, 1986.
The Council is committed to be an equal opportunities employer and welcomes applications from all sections of the community.
Applications are invited from persons with a disability, sexual orientation or marital status who have the necessary attributes for the post. (32769) 133422

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
MYRTLE GREEN SCHOOL
Spencers Wood, Reading RG7 1EH
N.O.R.: 912
Required for November 1986 teacher of Mathematics
Scale 3
Apply by letter of application, giving details of qualifications, experience and present salary to the Headmaster.
Closing date, 17th October, 1986.
An Equal Opportunities employer. (33289) 133422

BERKSHIRE
PROSPECT SCHOOL
Hosey End Lane, Hosey Hill, Watford WD2 8AA
(11-18 Mixed Comprehensive School) 1350 pupils
R.O.O.D. 1350
Required from January 1987 a graduate Mathematics to take responsibility for the Mathematics to lead the Mathematics Department.
Further details of the post are available on request. Applications by letter with C.V. with names and addresses of two referees should be sent to the Headteacher as soon as possible.
Closing date: 17th October, 1986.
An Equal Opportunities employer. (33086) 133422

BEXLEY
LONDON BOROUGH
PICARDY SCHOOL
Erith Road, Belvedere, Kent DA17 6HJ
Tel: Erith 4121
Required for January 1987, full-time Mathematics, or teacher with possibility of lesser timetable but not essential. Mathematics and retired Mathematics teacher considered. Ability up to 'A' level. Teacher of Computer Studies also welcome.
Letter of application and CV to the Headteacher.

PICARDY SCHOOL
The Oaks, Erith Road, Belvedere, Kent DA17 6HJ
Tel: Erith 4121
Required for January 1987, or possible, Teacher of Mathematics. This is a temporary appointment to cover maternity leave.
Further information and application forms from the Headteacher to whom completed forms should be returned, quoting post reference number by 17 October, 1986.
The Council is committed to be an equal opportunities employer and welcomes applications from all sections of the community.
Applications are invited from persons with a disability, sexual orientation or marital status who have the necessary attributes for the post. (32769) 133422

SUFFOLK
COUNTY COUNCIL

MILDENHALL UPPER SCHOOL
Bury Road, Mildenhall, Suffolk

(mixed comprehensive; 18:1, 1,100 on roll)

Required from 1st January 1987 HEAD OF MATHEMATICS to C.S.E. and 'A' level.

Further details and application form by telephone to the Headteacher, to whom they should be returned as soon as possible. (33356)

WEST SUSSEX
BROADFIELD HOUSE MIDDLE SCHOOL
Heynoour Road, Broadbridge Heath, Horsham, Sussex RH12 3DX
Scale 2
Applications are invited for a Scale 2 teacher of MATHEMATICS to take responsibility for the co-ordination of mathematics throughout the school from September 1987. In addition to mathematics the successful candidate will be required to teach Science to 9-13 year olds.
Apply to Mrs K. Officer, Nursery Nurse in Charge, Broadbridge Heath Middle School, Heynoour Road, Broadbridge Heath, Horsham, Sussex RH12 3DX.
Closing date for applications 17th October, 1986. (33939)

WILTSHIRE
MATRAVERS SCHOOL
Springfield Road, Westbury, Wilts.

(11-16 Mixed comprehensive; 1100 on roll)

Headteacher: N. Gibbs, B.Sc.

Required for January 1987 a well qualified experienced (SCALE 3) teacher of Mathematics to take responsibility for the development across the curriculum, to assume a specific responsibility in the Mathematics Department.
Further details of the post are available on request. Applications by letter with C.V. with names and addresses of two referees should be sent to the Headteacher as soon as possible. Closing date: 17th October, 1986.
An Equal Opportunities employer. (33086) 133422

BEXLEY
LONDON BOROUGH
PICARDY SCHOOL
Erith Road, Belvedere, Kent DA17 6HJ
Tel: Erith 4121
Required for January 1987, full-time Mathematics, or teacher with possibility of lesser timetable but not essential. Mathematics and retired Mathematics teacher considered. Ability up to 'A' level. Teacher of Computer Studies also welcome.
Letter of application and CV to the Headteacher.

PICARDY SCHOOL
The Oaks, Erith Road, Belvedere, Kent DA17 6HJ
Tel: Erith 4121
Required for January 1987, or possible, Teacher of Mathematics. This is a temporary appointment to cover maternity leave.
Further information and application forms from the Headteacher to whom completed forms should be returned, quoting post reference number by 17 October, 1986.
The Council is committed to be an equal opportunities employer and welcomes applications from all sections of the community.
Applications are invited from persons with a disability, sexual orientation or marital status who have the necessary attributes for the post. (32769) 133422

BARNET
COPTHALL SCHOOL
Page Street, Mill Hill, London NW7 2ER
Tel: 01-959 1537
Girls Comprehensive
Roll: 1037 (Full)
6-form entry
Required January, graduate teacher of MATHEMATICS (possibly some work of interest and responsibility in computer development (CDE underway, at present in part of TVEI Scheme and S.E. part in Barnet's CPVE scheme) to cover maternity leave. Considerable career prospects.
Removal expenses and separation allowance payable.
Apply in writing to the Teacher with full curriculum vitae of two referees.
Further details from the Director of Services. (32769) 133422

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
HOLME VALLEY HIGH SCHOOL
Holdsworth Road, Holmfield, Halifax HX2 9TG
Ref. EDS/3058
Required from January 1987 a well qualified teacher of MATHEMATICS (Scale 1).
Application forms must be obtained from the Headteacher (large s.a.e. please) to whom completed forms should be returned, quoting post reference number by 17 October, 1986.
The Council is committed to be an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, sexual orientation or marital status who have the necessary attributes for the post. (32986) 133422

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
HOLME VALLEY HIGH SCHOOL
Holdsworth Road, Holmfield, Halifax HX2 9TG
Ref. EDS/3058
Required from January 1987 a well qualified teacher of MATHEMATICS (Scale 1).
Application forms must be obtained from the Headteacher (large s.a.e. please) to whom completed forms should be returned, quoting post reference number by 17 October, 1986.
The Council is committed to be an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, sexual orientation or marital status who have the necessary attributes for the post. (32986) 133422

CUMBRIA
COUNTY COUNCIL
WALNEY SCHOOL
Carnforth Road, Barrow-in-Furness LA14 5LU
(11-16 Mixed Comp., n.o.r. 827)
Required for January, 1987, a Mathematics Scale 1. The ability to teach Mathematics to 'A' level and S would be an advantage.
Further details of both posts and application forms from the Headmaster (S.A.E. please) to whom they should be returned by 17 October 1986. (32757) 133422

DORSET
THE BUDMOUTH SCHOOL
Littlemoor Road, Weymouth, Dorset DT4 0EX
Required for January 1987, or possible, Teacher of Mathematics (Scale 1), or Computing (Scale 1). This is a temporary appointment to cover maternity leave.
Further information and application forms from the Headteacher to whom completed forms should be returned within 14 days of publication of this advertisement. (32973) 133422

ESSEX
APPLETON SCHOOL
Croft Road, Benfleet SS7 5RN
Tel: 0268 794215
(Roll 1600)
TEACHER OF MATHEMATICS. Scale 1
Required from January, to teach to CSE level and for the new examination.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (33053) 133422

HAMPSHIRE
REGENT'S PARK SCHOOL
King Edward Avenue, Southampton SO9 4LT
(13-18 NOR c. 800 Girls)
Required January (or possibly earlier) for Scale 1 Teachers of Mathematics. A temporary Scale 2 may be available.
S.A.E. to School for full details.
Application by letter to Head with c.v. and names of two educational referees by 17th October. (32730) 133422

HAMPSHIRE
THE WAVELL SCHOOL
Lynchford Road, Farnborough, Hampshire GU14 6BH
Required for September 11-16 N.O.R. 762
Resigned for January 1987. Scale 1 post.
Skilled Specialist needed for a lively team. Opportunity to join well funded computer curriculum development.
Closing date 14th October 1986.
Letter of application nominating two referees to Headteacher with s.a.e. for details. (32980) 133422

HEREFORD AND WORCESTER
COUNTY COUNCIL

MALVERN, THE DYSON PERRINS C.E. (VIOR AIDED) SCHOOL
Yates Hey Road, Malvern, Worcs. WR14 1LJ

(11-18) Comprehensive

Required from 1st January, 1987, if possible, a teacher of Mathematics to teach the subject to all ages and ability levels in the school. There are some 80 students studying A-level Mathematics in the 6th Form, and the ability to teach at this level would be a strong recommendation. Computer studies teaching can also be made available for a suitable applicant, if desired.

Application forms from Headmaster. Scale 1. (32877) 133422

HERTFORDSHIRE
HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Elstree
Require a well qualified Mathematics Graduate.
See advertisement in Independent Sector. (32484) 133422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
THAMESVIEW SCHOOL
Thong Lane, Gravesend, Kent DA12 4LF
Roll, 1100 Group 10 Mixed (11-17 High School (also adapted for Physically handicapped pupils and having a Special Unit on Campus)
The School occupies an extremely attractive site on the eastern outskirts of the town and has received earlier Teacher of mathematics, Scale 1, required as soon as possible to teach as appropriate throughout the school up to GCSE level. The department enjoys a sound reputation and examination results have been of considerable value.
Applications by letter should be sent to the Headteacher, together with a cv, and naming two referees as soon as possible. Further details will be forwarded on receipt of sae.
Possibility of help with temporary housing in approved cases.

NORTH KENT AREA
RAINHAM SCHOOL FOR GIRLS
Derwent Way, Rainham ME8 0BX
Required for January 1987 temporary teacher for Mathematics for years 1-6 able to teach O level to cover for maternity leave.
Apply immediately by letter with C.V. to the Headmistress. (33156) 133422

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

VALE OF CATMOSE COLLEGE
Cold Overton Road, Oakham, Leics. LE15 6NU

(11-14 High)

Roll 894

MATHEMATICS & COMPUTING Scale 1

Required from January teacher of Computer Studies to GCE/CSE. Excellent facilities and consistent success rate with students.

Please contact the Headteacher for further details. (SAE). (32974) 133422

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

VALE OF CATMOSE COLLEGE
Cold Overton Road, Oakham, Leics. LE15 6NU

(11-14 High)

Roll 894

MATHEMATICS & COMPUTING Scale 1

Required from January teacher of Computer Studies to GCE/CSE. Excellent facilities and consistent success rate with students.

Please contact the Headteacher for further details. (SAE). (32974) 133422

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

RUSHEY MEAD SCHOOL
Melton Road, Leicester LE4 7PA

(11-16 Secondary)

ROLL 1035

MATHEMATICS Scale 1

Required from January teacher of maths to teach to early across age and ability range. Experience of criteria referenced assessments and an interest in the introduction of pupil profiling is desirable.

Please contact the Headteacher for further details and application forms (SAE). (33066) 133422

LONDON
EMANUEL SCHOOL
Battersea Rise, London SW11 1HS
Please see main advertisement under subject heading 'Independent Schools, Mathematics.' (33147) 133422

MALAYSIA

'A' Level Maths and Science teachers required for January 1987.

See overseas Section today. (32954) 133422

NORTHAMPTONSHIRE

WEAVERS SCHOOL
Weavers Road, Wellingborough, Northants. NN8 3JQ

Co-educational Comprehensive N.O.R. 1525 with 304 in Sixth Form

SCALE 1 - MATHEMATICS

Required for January 1987 a Master/Mistress to teach MATHEMATICS throughout the school.

Mathematics is taught to GCSE 'A' and 'B' (including Osbridge) levels. The department is currently developing a GCSE course based on the Kent Mathematics Project which is followed in Years 1-3.

The School has an excellent Computer Studies Department and an ability to teach the subject, whilst not essential, would be an added advantage.

This is a splendid opportunity for an enthusiastic teacher to join a large and thriving department.

The timetable of the successful applicant could, to some extent, be negotiated to reflect strengths and preferences.

Application forms and further details are available from the Headteacher, to whom all completed forms should be returned as soon as possible.

Northamptonshire welcomes applications regardless of marital status, age, race and disability. (33034) 133422

SURREY
EDUCATION COMMITTEE
BROADWATER SCHOOL
Sumners Road, Farnborough, Godalming GU7 2BW
TEACHER OF MATHEMATICS
MATHEMATICS - SCALE 1
Required for January, 1987 to teach 11-16 all age range in this very successful and well consolidated department.
For details and application form please write to the Headmaster. Closing date for applications, 14th October, (32772) 133422

WARWICKSHIRE

MYTON SCHOOL
Myton Road, Warwick CV34 6PJ

Required from January 1987 a well qualified graduate teacher of MATHEMATICS to join a large and successful department.

Applicants should be capable of teaching across the entire age (13-18 years) and ability range including 'A' level.

Further details and application form obtainable from the Head to whom completed forms should be returned as soon as possible.

Warwickshire is an equal opportunities employer. (32955) 133422

WEST SUSSEX
EDUCATION DEPARTMENT
TEACHER OF MATHEMATICS - SCALE 1
CRAWLEY COMMUNITY COLLEGE
Burgess Hill
Scale 1
Required for January, 1987 in this 11-16 mixed comprehensive school now 1200. Work up to 'O' level available for suitably qualified candidate.
Details of school and post available from the Deputy Headteacher, Mrs. Oakmeeds Community School, Burgess Hill, West Sussex RH15 0RX (01-447 4188).
Application with resume of career to Headteacher to arrive by 14th October. (33105) 133422

WEST SUSSEX
EDUCATION DEPARTMENT
TEACHER OF MATHEMATICS - SCALE 1
CRAWLEY COMMUNITY COLLEGE
Burgess Hill
Scale 1
Required for January, 1987 in this 11-16 mixed comprehensive school now 1200. Work up to 'O' level available for suitably qualified candidate.
Details of school and post available from the Deputy Headteacher, Mrs. Oakmeeds Community School, Burgess Hill, West Sussex RH15 0RX (01-447 4188).
Application with resume of career to Headteacher to arrive by 14th October. (33105) 133422

Modern Languages

Heads of Department

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
OUSEDALE SCHOOL
Tongwell, Newport Pagnell MK16 0BJ
Mixed comprehensive - approximately 1610 on roll)
Required from January 1987 or as soon as possible Head of Modern Languages. Preference given to applicants who joint honours degree in either French and German or French and Spanish), with good 'O' level and 'A' level teaching experience, Scale 4.
The School has a policy of modern languages for all up to 16. The successful candidate will be expected to maintain and develop this policy.
Ousedale School is situated on an attractive site just outside the city of Milton Keynes.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, Mr C. Cole, B.A., giving full curriculum vitae and the names and addresses of two referees. Further details are available on receipt of a foolscap stamped addressed envelope. (32956) 133618

DURHAM
COUNTY COUNCIL
EASTBOURNE COMPREHENSIVE SCHOOL
Darlington
11-18 Years
HEAD OF MODERN LANGUAGES - Salary Scale 3
Well qualified and experienced teacher required for January, 1987.
Stamped addressed envelope for application form and further details or details to Area Education Office, Yarm Lea, Uplands Road, Darlington.
Closing date for receipt of applications, 15th October, 1986. (32924) 133618

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
WELLINGTON SECONDARY SCHOOL FOR BOYS
Moss Lane, Timperley, Altrincham WA15 6SZ
Tel: 061-980 2763
HEAD OF MODERN LANGUAGES - SCALE 2
Required from January 1987 to be responsible for the teaching of French and some German throughout the school to CSE and 'A' level.
Application forms available from and returnable to the Head at the School. Closing date 13th October 1986. (33180) 133618

Scale 2 Posts and above

CAMBRIDGESHIRE
(Equal Opportunity Employer)

Huntingdon Area

LONGSANDS COMMUNITY COLLEGE
St. Neots, Huntingdon, Cambs.

1560 on roll - 170 in 6th Form

Required for January, 1987 SECOND in MODERN LANGUAGES Department (Scale 2). Department offers: French, German, Spanish as 'A' level and active exchanges.

Candidates should offer German with some French. Opportunity for enthusiastic teacher to develop management and teaching skills for future promotion.

Application forms and further details from the Principal (S.A.E. please). (33240) 133620

CROYDON
LONDON BOROUGH OF CROYDON

ST. JOSEPH'S COLLEGE
Beulah Hill, London SE19 3HZ

Tel: 01-761 1466

R.C. Voluntary Aided

1060 boys aged 11-18 - 160 6th Form

Conducted by the De La Salle Brothers

TEACHER FOR MODERN LANGUAGES

Scale 1 or 2 depending upon experience.

Tenable 1st January 1987

Teacher for Modern Languages able to offer French with either German or Russian.

A Scale 2 post could be available for a suitable applicant.

Further information and application form available from the Headmaster, to whom to return as soon as possible. (33216) 133620

HILLINGDON
LONDON BOROUGH OF HILLINGDON
HILLINGDON SCHOOL
The Greenway, Uxbridge, Middlesex
(Mixed comprehensive - approximately 1610 on roll)
Required from January 1987 or as soon as possible Head of Modern Languages Department with the necessary experience to assume the role of the Head of Department.
Further details and application forms may be obtained from the Headteacher at the school.
Outer London Allowance Payable. (32780) 133620

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
LONGFIELD SCHOOL
Main Road, Longfield, Kent DA3 7AH
(11-

SECONDARY MODERN LANGUAGES
continued

TEACH ON EXCHANGE ABROAD
See Overseas Appointments or mail Central Bureau 01-486 5101, ext. 374. (32913) 133620

Scale 1 Posts

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
LORD GREY SCHOOL
Rickley Lane, Bletchley, Milton Keynes MK3 6EW
(Mixed comprehensive, approximately 900 on roll)
Required for 3rd November 1986, a part-time Teacher of French and German, willing to teach for two mornings and two afternoons per week for the remainder of the academic year 1986/87. A sympathy with the communicative approach and a willingness to adopt this wide use of language in the classroom should be an added advantage. Scale 1.
Apply by letter to the Headteacher, S. Hughes, B.Sc., giving full curriculum vitae and the names and addresses of two referees. (33507) 133622

DORSET
EDUCATION COMMITTEE
THE PURBECK SCHOOL
Worgret Road, Wareham BH20 4PX
(11-16 Co-ed. Comprehensive, 1350 on roll)
Required for January 1987, Teacher of French (Scale 1) upto 'O' level. This is a temporary appointment to cover for a teacher on maternity leave.
Application form and further details from the Headteacher (SAE please). (32989) 133622

ESSEX
DANBRIDGE SCHOOL
Timbertop Close, Basildon SS14 1JS
Tel: 0268 552091
(Roll 1400)
TEMPORARY TEACHER OF FRENCH, Scale 1
Urgently required, temporary post initially but with the probability of becoming permanent.
C.V. to Headteacher (foolscap s.a.e. please). (33051) 133622

HERTFORDSHIRE
COUNTY COUNCIL
WATFORD GRAMMAR SCHOOL
Nickinsworth Road, Watford
Roll: 1050 boys, 240 in 6th form
Required January, well qualified graduate to teach FRENCH throughout the school to cover teacher reserving the right to return from pregnancy, with possibility of permanency. Excellent facilities and opportunities, and scale post available for applicant with suitable experience.
Apply by letter to Headmaster giving full details of qualifications and interests, together with the names of two referees. (33435) 133622

KINGSTONUPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH GIRLS' SCHOOL
Fullers Way North, Tolworth, Surrey KT6 7LQ
Tel: 01-397 3854
No. on Roll 1020
11-18 years
A well-qualified teacher of GERMAN and FRENCH is required for January 1987 to join a well-established, forward looking modern Languages Department. Opportunities for encouraging communicative skills in German and French are seen as important in the successful 11-18 girls school.
Scale 1 post. London Allowance £726.
Application forms are available from the Headmistress at the School (s.a.e. please) completed forms should be returned by Wednesday 15th October 1986. (32656) 133622

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HIGH SCHOOL
St. Thomas' Road, South Wigston, Leicester LE8 2TA
(10-14 High)
N.O.R.: 771
SUBJECT: Modern Languages
SCALE: 1
Required January, 1987. Teacher of French and German. We are looking for a colleague who has experience and expertise in EMGRAS French and German teaching, who would fit happily into this lively and efficient department and provide stability and continuity to a team that has experienced considerable change in staffing.
Please contact the Headteacher for further details and application forms (S.A.E.). (32630) 133623

SOLIHULL
EDUCATION COMMITTEE
TEACHER OF FRENCH AND GERMAN Scale 1
LODE HEATH SCHOOL
Lode Lane, Solihull, West Midlands B91 2BW
Required for January 1987, for 2 terms only initially, throughout the school.
Applicants should apply to the Headteacher at the school address enclosing the name of two references and s.a.e. (32740) 133622

SUTTON
LONDON BOROUGH OF SUTTON
WALLINGTON HIGH SCHOOL FOR GIRLS
Woodcote Road, Wallington SM6 0PH
Tel: 01-647 2380
No. on Roll 449
MODERN LANGUAGES - SCALE 1
Required for January 1987, a teacher of French (an ability to teach German or Spanish would be an advantage).
To join a thriving modern languages department to teach to 'O' and 'A' level. There is a new language laboratory. The school became part of the Station TVEI submission this September and the importance of Languages in business is emphasised.
The post could be an exciting opportunity for a new entrant to the teaching profession.
Applications to the Headteacher with C.V. and names and addresses of two referees as soon as possible. (32666) 133622

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
OXCLOSE SCHOOL
Dilston Close, Washington NE38 0LN
(Group 11)
Required for January, 1987, or as soon as possible thereafter:-
HEAD OF MUSIC (Scale 3) for this 11-16 comprehensive community school.
Application forms and further details are obtainable from the Headteacher at the school above on receipt of a stamped addressed foolscap envelope to be returned to him by 17th October, 1986. (32885) 133818

Scale 2 Posts and above

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
COUNTY MUSIC DEPARTMENT
Mackenzie House, 25 White Knights Road, Reading RG6 7BY
Required from January 1987, two enthusiastic and committed Brass teachers to give full-time music to schools and music centres. One will be based in central Berkshire (Reading) the other in South Berkshire (Wokingham). Ability to direct groups is essential. Scale 2 post available for suitably qualified and experienced applicants. Interviews will be held on 21st October.
Application forms and further details are available from the Director of Music.
SAE please.
Closing date: 15.10.86.
A Equal Opportunity Employer. (33078) 133820

BOLTON
METROPOLITAN BOROUGH OF THOMASLEIGH SALESIAN COLLEGE
Sharples Park, Bolton BL1 6PQ
(11-18)
Re-advertisement (previous candidates will remain under consideration)
SCALE 3 MUSIC
Required from 1.1.87 an experienced teacher for the post of Second in Department.
Application forms available from the Director of Education, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW.
Completed applications to be returned to the Headteacher at the school by 15 October 1986. (32987) 133820

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
HASTERICK HIGH SCHOOL
Field Top Road, Hastrick, Brighouse HD6 3XH
Ref: ES8/3071
Required from January 1987 for two years only, a temporary teacher of MUSIC (Scale 1).
Application forms must be obtained from the Headteacher (large s.a.e. please) to whom completed forms should be returned by 17 October 1986.
The Council is committed to be an equal opportunities employer and service provided. Applications are invited from women and men from all sections of the community irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (97988) 133820

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
TUNBRIDGE WELLS SANDOWN COURT SCHOOL
Blackhurst Lane, Tunbridge Wells TN2 4TY
Extended Scale 3
Temporary MUSIC SPECIALIST required January 1987 for Spring and Summer Terms. Possibility of a permanent appointment. Scale 2 post available for suitably qualified teacher.
Apply by letter or Tel: Tunbridge Wells 34377 for further details. (33160) 133820

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
JOHN FERNELEY HIGH SCHOOL
Scalford Road, Melton Mowbray LE13 1LH
(11-14 High)
N.O.R.: 449
SUBJECT: Music
SCALE: 2
Required January 1987, teacher of Music to whole ability range. Enthusiasm and commitment to practical music making essential.
Please contact the Headteacher for further details and application forms (S.A.E.). (32831) 133820

STAFFORDSHIRE
COUNTY MUSIC DEPARTMENT
Required as soon as possible, two full-time peripatetic VIOLIN Teachers:-
(a) One for the Northern Area of the Authority.
(b) One for the South Western Area.
Salary Burnham Scale 2 for suitably qualified and experienced teachers. New entrants will be considered on Scale 1 commencing point. Teachers who are already qualified teachers will be considered on the Authority's Scale £6,435 - £9,804 per annum. Applicants must possess a current driving licence.
Application forms and further particulars obtainable from and returnable to the Chief Education Officer, County Music Department, Corporation Street, Stafford ST16 3LN (S.a.e.). Closing date 15th October, 1986.
This is a re-advertisement, previous applicants need not reapply.
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An Equal Opportunity Employer. (32743) 133820

WARWICKSHIRE
WOLSTON HIGH SCHOOL
Main Road, Wolston, Coventry CV8 3GT
Teacher in Charge of MUSIC required. Scale 3 available for suitable candidate. Should be able to offer full-time post. Temporary post available from 1.1.87 (maternity leave). Permanent post available from January 1987.
Applications in writing enclosing curriculum vitae and names of two professional referees should be sent to the Headteacher, Mr J.A. Hunt, at the school. Closing date 14th October.
Warwickshire is an equal opportunities employer. (32981) 133820

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
COUNTY HALL (MIDDLE)
Required as soon as possible, a part-time (0.2) Cello teacher for Bedford and its Area.
Further details from Mr. M. Rose, County Adviser for Music, County Hall, Bedford.
An Equal Opportunities Employer. (33095) 133822

BERKSHIRE
SANDHURST AND PARK SCHOOL
Wokingham, Berks
Required January 1987, a teacher of MUSIC (Scale 1) to teach throughout. Also a keen musician to be involved in the active music life of the school.
Please apply for further details and application form to the Principal at Wokingham 780966.
No Closing Date.
An Equal Opportunity Employer. (32071) 133822

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
BRIDGEWATER HALL SCHOOL
STANTONBURY CAMPUS
Stantonbury, Milton Keynes (mixed comprehensive - approximately 1350 on roll)
Required for January 1987
Music (0.5) Expressive Arts
Required from January 1987 or as soon as possible a qualified musician to join a pleasant team incorporating dance, music and drama. The school has a philosophy of shared responsibility in all aspects of learning, and we are particularly looking for a teacher with similar teaching strategies. Informal visits are welcome to visit informally and to meet members of the team.
Immediate application by letter quoting two referees and including curriculum vitae and stamped addressed envelope to the Headteacher, Mr M. Davies. (32967) 133820

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 65.
(32616) 133822

HERTFORDSHIRE
COUNTY COUNCIL
ASHLYNS SCHOOL
Nickinsworth Road, Watford
Roll 1050 boys, 240 in 6th form
Required January, ASSISTANT DIRECTOR OF MUSIC with wide opportunities and particular responsibility for Choral work. Scale 3. London fringe allowance £2438.
Further details from the Headmaster to whom applications should be sent giving details of qualifications, experience and referees. Informal visits welcome by appointment. Further particulars may be obtained from the Headmaster's secretary. (33161) 133820

STAFFORDSHIRE
COUNTY MUSIC DEPARTMENT
Required as soon as possible, two full-time peripatetic VIOLIN Teachers:-
(a) One for the Northern Area of the Authority.
(b) One for the South Western Area.
Salary Burnham Scale 2 for suitably qualified and experienced teachers. New entrants will be considered on Scale 1 commencing point. Teachers who are already qualified teachers will be considered on the Authority's Scale £6,435 - £9,804 per annum. Applicants must possess a current driving licence.
Application forms and further particulars obtainable from and returnable to the Chief Education Officer, County Music Department, Corporation Street, Stafford ST16 3LN (S.a.e.). Closing date 15th October, 1986.
This is a re-advertisement, previous applicants need not reapply.
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An Equal Opportunity Employer. (32743) 133820

WARWICKSHIRE
WOLSTON HIGH SCHOOL
Main Road, Wolston, Coventry CV8 3GT
Teacher in Charge of MUSIC required. Scale 3 available for suitable candidate. Should be able to offer full-time post. Temporary post available from 1.1.87 (maternity leave). Permanent post available from January 1987.
Applications in writing enclosing curriculum vitae and names of two professional referees should be sent to the Headteacher, Mr J.A. Hunt, at the school. Closing date 14th October.
Warwickshire is an equal opportunities employer. (32981) 133820

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
COUNTY HALL (MIDDLE)
Required as soon as possible, a part-time (0.2) Cello teacher for Bedford and its Area.
Further details from Mr. M. Rose, County Adviser for Music, County Hall, Bedford.
An Equal Opportunities Employer. (33095) 133822

BERKSHIRE
SANDHURST AND PARK SCHOOL
Wokingham, Berks
Required January 1987, a teacher of MUSIC (Scale 1) to teach throughout. Also a keen musician to be involved in the active music life of the school.
Please apply for further details and application form to the Principal at Wokingham 780966.
No Closing Date.
An Equal Opportunity Employer. (32071) 133822

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
BRIDGEWATER HALL SCHOOL
STANTONBURY CAMPUS
Stantonbury, Milton Keynes (mixed comprehensive - approximately 1350 on roll)
Required for January 1987
Music (0.5) Expressive Arts
Required from January 1987 or as soon as possible a qualified musician to join a pleasant team incorporating dance, music and drama. The school has a philosophy of shared responsibility in all aspects of learning, and we are particularly looking for a teacher with similar teaching strategies. Informal visits are welcome to visit informally and to meet members of the team.
Immediate application by letter quoting two referees and including curriculum vitae and stamped addressed envelope to the Headteacher, Mr M. Davies. (32967) 133820

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 65.
(32616) 133822

HERTFORDSHIRE
COUNTY COUNCIL
ASHLYNS SCHOOL
Nickinsworth Road, Watford
Roll 1050 boys, 240 in 6th form
Required January, ASSISTANT DIRECTOR OF MUSIC with wide opportunities and particular responsibility for Choral work. Scale 3. London fringe allowance £2438.
Further details from the Headmaster to whom applications should be sent giving details of qualifications, experience and referees. Informal visits welcome by appointment. Further particulars may be obtained from the Headmaster's secretary. (33161) 133820

Somerset County Council
DEVELOPMENT PLAN FOR MUSIC IN SOMERSET
APPOINTMENT OF MUSIC TEACHERS (INSTRUMENTS)
Re-advertisement
For January 1987.
As a first phase in a new Development Plan for Music in Somerset, the Education and Cultural Services Committee seeks to appoint suitably qualified and experienced teachers of musical instruments. Two areas of the County have been identified for this first phase:-
or
Bridgwater/Burnham-on-Sea/Cheddar Valley (area 1)
Shepton Mallet/Bruton/Castle Cary/Wincanton (area 2)
There are vacancies for the following posts:-
STRINGS
VIOLIN (1 post in area 1)
VIOLIN (1 post in area 2)
The development of high quality string playing – individual and ensemble – is an important ingredient in the Somerset plan. Therefore, the most serious consideration will be given to all applications received, but an ability to teach according to Suzuki principles (and/or willingness to train with the British Suzuki Institute) could be an advantage.
Somerset visiting instrument teachers will be responsible to, and will work closely with, a music coordinator for the area.
All these posts will require close involvement in area music activity on Saturday mornings.
A Scale 2 allowance will be paid to candidates with Burnham qualifications who have relevant previous experience, and an essential care user allowance be paid.
Application forms and further details (sae please) from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset, TA1 4DY.
Closing date 21st October 1986.

Music

Heads of Department

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
LEASOWES HIGH SCHOOL & COMMUNITY COLLEGE
Kent Road, Halesowen, West Midlands B62 8SJ
(11-16 co-ed. comp. Group 11).
For January, enthusiastic and innovative TEACHER (Scale 3) to take charge of MUSIC in this Community College. Post offers exciting possibilities as a new Music/Drama complex is under construction and music flourishes in surrounding area. School at present has an enthusiastic and experienced orchestra, and successful candidate will be required to make major contribution to this development and also the formation of a choir.
Details/Application forms from and returnable to Principal without delay. (32285) 133818

ESSEX
KING JOHN SCHOOL
Thundersley, Benfleet, Essex SS7 3EB
Thundersley 452811
Required to run Music Department as from this 3-16 Comprehensive School. Opportunity for developing music in direction of personal interests. Post available January 1987.
Scale 3 for graduate and Scale 2 for one of two referees to the Headteacher, from whom application forms may be obtained. Informal visits welcome by appointment. Further particulars may be obtained from the Director of Education, Essex County Council, PO Box 47, County Hall, Chelmsford CM1 1LF.
Closing date 17th October 1986. (32966) 133818

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
DARTFORD WEST SECONDARY SCHOOL FOR GIRLS
Wilmington Grange, Parsons Lane, Dartford, Kent DA5 1DR
Required for January 1987 a full time permanent member of Staff to teach French throughout the School.
GCSE and Kent Graded test course in existence.
Allowances available.
Apply to the Headmistress with full C.V. enclosing names and addresses of two referees.
Possibility of help with temporary housing in approved cases.

SOUTH KENT AREA
WYNDGATE SECONDARY SCHOOL
Park Farm Road, Folkestone, Kent
Teacher of French required from 1st January 1987. Scale 1 plus a responsibility allowance.
Applications (naming two referees to the Headteacher at the School) should be received by 15th October 1986. (32984) 133818

Pastoral

Heads of Department

ESSEX
CHALKEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
Tel: Basildon 582531 (Roll 1450)
PASTORAL - HEAD OF DEPARTMENT, Year 9
Scale 3
Required January or as soon as possible a Tutor to be Pastoral Head of Middle and Third Year. Ability to teach Mathematics as well. Possibility of residential accommodation.
Apply to Headteacher in writing with curriculum vitae and names of two referees (Headteacher s.a.e.). (33103) 133822

LINCOLNSHIRE
ST. WULFRAM'S CE (VC) COMPREHENSIVE SCHOOL
Queensway, Grimsby
(Groups 3 - Roll 600)
Head of Music required January or as soon as possible
Scale 2 for suitable candidate. To teach throughout the 11-16 range and to take charge of instrumental groups and to develop musical activities.
SAE to Head for further details, closing date 1st October 1986. (T184) (33055) 133822

WEST SUSSEX
COUNTY COUNCIL
EDUCATION DEPARTMENT
PERIPATETIC WOODWIND TEACHER (TEMPORARY)
CRAWLEY AREA
A full time scale 1 post is required from 5th January 1987 until May 31st 1987 (maternity leave) for an enthusiastic woodwind specialist capable of teaching clarinet and flute at various levels in the Crawley area.
Application form and further details from the Director of Education, Personnel Section, County Hall, West Street, Chichester, West Sussex PO19 1RQ (24 hour answering service) or by telephoning Miss Wood on Chichester 777763. Closing date 10th October 1986. (32443) 133822

Heads of Department

ESSEX
CHALKEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
Tel: Basildon 582531 (Roll 1450)
PASTORAL - HEAD OF DEPARTMENT, Year 9
Scale 3
Required January or as soon as possible a Tutor to be Pastoral Head of Middle and Third Year. Ability to teach Mathematics as well. Possibility of residential accommodation.
Apply to Headteacher in writing with curriculum vitae and names of two referees (Headteacher s.a.e.). (33103) 133822

HAMPSHIRE
WINTON SCHOOL
London Road, Andover, Hants
Scale 4
(Roll 1100, 11-16)
Comprehensive
Required January 1987 Head of Year, to join a team of 10 Deputy Heads of Year with responsibility for all the pastoral aspects of the 11-16 curriculum.
Application forms available by 10th October from the Headteacher. (33509) 133822

SURREY
EDUCATION COMMITTEE
ELMBRIDGE CITY SCHOOL
Summers Road, Esher, Surrey
Guidance Unit (YEAR 9)
Required for January 1987 a temporary and part-time teacher to join a pastoral team in charge of a structured intervention programme in pastoral time and an extra time to be taken by one of the following (slots would be 2 periods):- Mathematics, Science, English, Home Economics, Religious Education, Music, Keyboard Skills.
Scale 1 plus responsibility allowance.
Full details and application form and s.a.e. for return of application (935911) 133820

Scale 1 Posts

HUMBERSIDE
COUNTY COUNCIL
EDUCATION COMMITTEE
(East Riding Division)
ADVERTISEMENT NO. 2
DOMESTIC SCIENCE MISTRESS/MASTER
MATRON (PT) (Hours 29.15 per week)
Both Scale 1
£7,487 - £9,134 (inclusive)
CLIFTON PASTURE SCHOOL
Clifton Pasture, Beverley, Clifton Pasture, Beverley, North Humberside
Required to take up appointments as soon as possible. Applicants for the Domestic Science post should be capable of teaching Science to pupils in the first three years. Applicants for the Matron

Science

Heads of Department

BEXLEY
LONDON BOROUGH OF BEXLEY
HOWARD CHANCE TECHNICAL SCHOOL
Blade Close, Hood, Erith, Kent DA8 2HZ
Tel: 0322 347831
Applications are invited for the post of Head of Science. Scale A. From January 87 or for this all ability T.V.E.I. Technical School. The post has been upgraded to take account of the extended responsibilities resulting from the introduction of T.V.E.I. from September 1986. An essential requirement to teach across the full age and ability ranges. An ability to teach Physics an advantage.
Outer London and Social Priority Area allowances payable.
Further details from the Acting Headteacher. Closing date for applications 14th October 1986. (33320) 134818

HEREFORD AND WORCESTER
COUNTY COUNCIL
ARROW VALE HIGH SCHOOL
Green Sward Lane, Matchborough West, Redditch B98 0QD
(13-18 Comprehensive - 1000 on roll)
Required from 1st January 1987, a well qualified and experienced teacher to be Head of the Chemistry Department (Scale 3). The school has excellent modern laboratories and a fine record of examination successes.
Application forms and further details from the Headmaster on receipt of a foolscap S.A.E. (32879) 134818

HERTFORDSHIRE
NICHOLAS HAWKSMOOR SCHOOL
Cowley Hill, Borehamswood, Herts. WD6 1EA
Tel: 01-953 7059
Fringe Allowance: £288 p.a.
Required for January 1987: A well qualified and experienced teacher able to teach Chemistry up to 'A' level as HEAD OF CHEMISTRY
Entry Upper School for 600 boys and girls aged 13 to 18. A suitable candidate would also be considered for the post of HEAD OF SCIENCE (Scale 4).
Applications (no forms) with full cv and the names and telephone numbers of two educational referees should be sent to the Headmaster as soon as possible. (33089) 134818

NORTHUMBERLAND
COUNTY COUNCIL
HEXHAM QUEEN ELIZABETH HIGH SCHOOL
Whitestone Bridge Road, Hexham
Ground 12, 13-18
comprehensive of 985 pupils (including 63J in sixth form (Scale 4)
Required from January 87 to join the science team and develop the work of the Physics Department throughout the school.
Removal expenses/lodging allowance may be payable.
Application forms, returnable within 14 days, and further details and Form of Case SAE to the Headteacher at the above address. 134818

SHROPSHIRE
BRYN PARK SCHOOL
St Martins, Oswestry, Shropshire SY10 7HD
Tel: Oswestry 772273
11-16 mixed comprehensive school
Required for January 1987, Permanent, Full-time Scale 3 Teacher for Head of Science Dept.
Energetic, innovative professional required to lead lively department in inner developing 11-16 rural comprehensive school.
Application forms and details from the Head (SAE required). (33450) 134818

STAFFORDSHIRE
QUEEN ELIZABETH'S MEXICAN SCHOOL
Abbey Road, Tamworth, Staffs.
Required for January 1987 SCIENCE (Scale 3) to teach a strong Department with the Science Faculty. An interest (N would be welcome) in computer studies would be helpful. Application forms obtainable from/returnable to the Headteacher by 6.p.m. on Wednesday 15th October 1986. Interviews will normally be held on Thursday 23rd October. Applications are invited from all suitably qualified persons regardless of race, sex, marital status, disability, sexual orientation or religious belief. Further particulars may be obtained from the Secretary, Queen Elizabeth's Mexican School, Abbey Road, Tamworth, Staffs. B79 7LW. Tel: 0827 53813. 134818

Scale 2 Posts and above

AVON COUNTY
BROADLANDS SCHOOL
St Francis Road, Keynsham, Bristol
(Co-Educational 11-18 Comprehensive School)
Required from 1st January 1987 a suitably qualified and experienced teacher of Physical Science (Salary Scale 3) as Deputy - Specialising as a forward and successful department. The successful candidate will take responsibility for GCSE and A Level Physics in the Upper School and hold a primary brief for the further development of an integrated science course in Years 4 and 5.
Letters of application (no forms) to the Headteacher immediately, enclosing names of two referees. For further details please telephone Keynsham 4791.
Avon is an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (362287) 134820

BATH
UNIVERSITY OF BATH
Please see main display advertisement under Fellowships, Studentships and Research Awards page 83. (195576) 134820

BEDFORDSHIRE
EDUCATION SERVICE
ST. THOMAS MORE R.C. UPPER SCHOOL
Tyne Crescent, Bedford
Tel: Bedford (0234) 41201
Required for January 1987, a teacher of Physics and Combined Science. Scale 3.
Applications are invited from experienced teachers wishing to gain experience en route to a Head of Department post.
Duties will include organisation of A Level / GCSE Physics. The Department is committed to courses of Broad-based Science for all.
Application forms and further details from the Headmaster, S.A.E. please.
An Equal Opportunities Employer. (330811) 134820

BROMLEY
ST. JOHN RIGBY R.C. COMPREHENSIVE SCHOOL
Layhams Road, West Wickham, Kent BR4 9HH
Tel: 01-777 1898
CHEMISTRY
For January 1987 a graduate CHEMISTRY Scale 2 teacher of successful and well established Science Department with a team of six science teachers at this popular mixed comprehensive. The ability to teach the subject throughout the school to A and O level as well as Integrated Science in the lower school is essential.
PHYSICS
For January 1987 a well qualified and experienced graduate PHYSICS TEACHER, Scale 2 at this Group II mixed comprehensive (Scale 3 available to right applicant) to join a successful and forward thinking department with a team of 6 science teachers.
Ability to teach Physics to A and O level as well as willingness to participate in the development of Integrated Science in the lower school and in the activities of the department are important. The ability to also be required to undertake and share responsibility in the running of the Physics Department as well as the development of courses in Electronics.
Accommodation is available if required.
Application forms and further details available from the Headteacher at the school (large sae please), to whom completed forms should be returned by 17th October, 1986 (332562) 134820

BUCKINGHAMSHIRE
WYCOMBE AREA
Equal Opportunity Employer
THE ROYAL GRAMMAR SCHOOL
Amersham Road, High Wycombe HP13 6QT
Headmaster: W.R.P. Brown
No. on Roll: 1100
Graduate specialising in Zoology required for January or September 1987 at this selective, mixed 11-18 school in the Sixth Form, to teach the subject throughout this school to GCSE and "A" level in a strong lively department. Ability to help with General Science and extra-curricular activities an advantage.
Please apply to the Headmaster at the address for application form and further details. Closing date 17.10.86. (32282) 134820

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
THE FARRELL HALL SCHOOL
Oxford Road, Halifax HX1 2QT
Tel: 0422 65136
Required from January 1987 or as soon as possible a temporary Teacher of PHYSICS (Scale 3) to teach to A level and to second to the Head of Science Department.
Application forms must be obtained from the Headteacher (large s.a.e. please) to be returned, together with a letter of application, curriculum vitae and the names and addresses of two referees, by 17th October 1986.
The Council is committed to be an equal opportunities employer and welcomes applications from suitably qualified persons regardless of race, sex, marital status, disability, sexual orientation or religious belief. Further particulars may be obtained from the Secretary, Queen Elizabeth's Mexican School, Abbey Road, Tamworth, Staffs. B79 7LW. Tel: 0827 53813. 134818

HAMPSHIRE
CALTHORPE PARK SCHOOL
Hitches Lane, Fleet, Hampshire GU13 8JA
(Comprehensive Mixed 11-16)
N.O.R. 976
Required for January 1987, Scale 2 post.
Teacher for Physics.
Closing date 14th October 1986.
Letter of application nominating two referees to the Headteacher with s.a.e. for details. (332497) 134820

HERTFORDSHIRE
ADEYFIELD SCHOOL
Longlands, Hemel Hempstead, Herts. HP3 8DE
Tel: Hemel Hempstead (0442) 51805
SCALE 3 TEACHER OF INTEGRATED SCIENCE - CHEMISTRY PREFERRED
Required for January 1987, to join 3rd in large Science Department. Integrated Science is core curriculum for Years 1-5 with A Level courses in Physics, Chemistry and Biology.
Facilities comprise eight modern well-equipped laboratories, use of two computer laboratories and library, and large central Preparation Room. Specific responsibility for the successful candidate would include Lower School Science.
Commitment to Integrated Science up to G.C.S.E. and an interest in an active Pastoral role essential. Volunteers should take part in outdoor activities an advantage.
Applications to the Headteacher, specific curriculum vitae and names and addresses of two referees.
Outer London allowance £282 p.a. (32747) 134820

HILLINGDON
LONDON BOROUGH OF HILLINGDON
BREAKSPEAR SCHOOL
The Greenway, Uxbridge, Middlesex
(Number on roll: 803, 45 in sixth form)
Headteacher: M.B. Trowell, M.A., B.Sc.
An enthusiastic and well qualified teacher of Biology (Scale 3) is required for January 1987 to join a progressive Science Department with excellent modern facilities. It is hoped to appoint a teacher able to offer biology teaching through experiments and who is able to assume responsibility for the subject throughout the school.
Further details and application forms may be obtained from the Headteacher at the school.
Outer London Allowance Payable. (32779) 134820

ISLE OF MAN
BOARD OF EDUCATION
BALLAKERMEEN HIGH SCHOOL
(11-18 mixed comprehensive - 1100 on roll)
TEACHER OF PHYSICS - Scale 2
Required for January 1987, to teach throughout the School. An interest in electronics and/or computing would be an advantage. There would be an opportunity to share in the teaching of Integrated Science in the Lower School.
Letters of application giving full curriculum vitae and names and addresses of two referees to the Headmaster, Ballakermeen High School, Douglas, by 8th October, 1986. (32212) 134820

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
ST. ANSELM'S CATHOLIC COMPREHENSIVE SCHOOL
Old Dover Road, Canterbury CT1 3ES
5 F.E. 11-18 Co-ed. N.O.R.: 870
Required for January 1987, Graduate to teach Physics/Electronics (Scale 2). Ability to teach Physics to 'A' level throughout the school. The person appointed will join an enthusiastic department with maximum and well equipped laboratories. The school is part of the T.V.E.I. scheme and a suitable applicant would have the opportunity to teach Electronics within the scheme.
Apply by letter and c.v. to the Headmaster at the school from whom further details and forms are available (S.A.E. please). (33225) 134820

KNOWSLEY
The Authority proposes to strengthen its team of PERMANENT AND DETACHED TEACHERS by making appointments at Scale 2 of experienced and well qualified Science teachers. Posts are now available from 1st January 1987, offering a variety of experience.
Interested teachers should contact Mr. B. Lord - Senior Adviser, on 051-480 5111 for further information.
Application forms available (s.a.e.) from the Acting Borough Education Officer, Huyton Hey Road, Huyton, Merseyside L36 5YH. To be returned by 17th October, 1986. (32718) 134820

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CITY OF LEICESTER
Downing Drive, Leicester LE3 5LN
(11-18 Secondary)
NOR: 1463
CHEMISTRY
SCALE: 2
Required January, to be second in the Chemistry Department teaching G.C.S.E. and 'A' Level in a thriving and well established department. The ability to teach Integrated Science is also required.
Please contact the Headteacher for further details and application forms (SAE). (330671) 134820

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CITY OF LEICESTER
Downing Drive, Leicester LE3 5LN
(11-18 Secondary)
NOR: 1463
CHEMISTRY
SCALE: 2
Required January, to be second in the Chemistry Department teaching G.C.S.E. and 'A' Level in a thriving and well established department. The ability to teach Integrated Science is also required.
Please contact the Headteacher for further details and application forms (SAE). (330671) 134820

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CITY OF LEICESTER
Downing Drive, Leicester LE3 5LN
(11-18 Secondary)
NOR: 1463
PHYSICS
SCALE: 2
Required January to be second in Physics Department teaching to G.C.S.E. and 'A' Level plus some Integrated Science to G.C.S.E. level in a popular and well established department.
The ability to teach Integrated Science is also required.
Please contact the Headteacher for further details and application forms (SAE). (33225) 134820

NORTHAMPTONSHIRE
BRACKLEY MAGDALEN COLLEGE SCHOOL
Hulcote Lane, Brackley, Northants. NN13 5AE
Teacher of Physics (Scale 1/2).
Please see under 'Science Teachers - Scale 1 Posts Junction'. (33057) 134820

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
RICHMOND
Required for January 1987 a graduate teacher of Physics to join a strong and experienced team within a developing and forward looking Science Faculty. Science classes are of mixed ability in the first three years. There will be opportunity to teach some Physics as well. Interest in computer applications would be welcome.
Application forms and further details from the Headteacher (SAE please). (33037) 134822

SHROPSHIRE
BRIDGNORTH ELDERSKY WELLS SCHOOL
Bridgnorth, Shropshire WV16 5HH
Tel: Bridgnorth 5454
11-18 Mixed Comprehensive School
Required for January 1987, Permanent, Full-time Scale 3 Teacher for Physics at this 11-18 comprehensive School.
Application forms and details from the Headteacher (S.A.E. required). (32634) 134820

STOCKPORT
Required for January 1987 TEACHER - SCIENCE:
Scale 3, No. 033032
THE KINGSWAY SCHOOL
Cleland Road, Gatley, Cheadle, Cheshire SK8 4QA
(Tel: 061-428 7706)
A suitably qualified and experienced teacher required to take senior co-ordinating role within the Science Department.
Application forms obtainable from and returnable to the Headteacher at the address, quoting reference. by 17th October, 1986.
Stockport is An Equal Opportunities Employer (32889) 134820

SURREY
EDUCATION COMMITTEE
BROADWATER SCHOOL
Sumners Road, Farncombe, Godalming, Surrey GU7 3AW
TEACHER IN CHARGE OF CHEMISTRY
Scale 2
For January, 1987 to join an experienced enthusiastic science team offering core science and a varied programme of options.
For details and application form send s.a.e. to the Headmaster. Closing date for applications: 14th October, 1986. (32774) 134820

SUSSEX
HOLY TRINITY C. OF E. SCHOOL
Rockwood Drive, Ousepoe Green, Crawley, Sussex
PHYSICS - Scale 2
Required January 1987 to join strong successful department with a view to 11-18 Church of England Aided Comprehensive. Ability to teach Chemistry to the school and contribute to the Christian ethos of the school essential.
For details and application form apply/write to the Headmaster. (32433) 134820

SHROPSHIRE
BRIDGNORTH ELDERSKY WELLS SCHOOL
Bridgnorth, Shropshire WV16 5HH
Tel: Bridgnorth 5454
11-18 Mixed Comprehensive School
Required for January 1987, Permanent, Full-time Scale 3 Teacher for Physics at this 11-18 comprehensive School.
Application forms and details from the Headteacher (S.A.E. required). (32634) 134820

BEDFORDSHIRE
EDUCATION SERVICE
SANDY UPPER SCHOOL
Girtford Avenue, Sandy SG19 1BL
Tel: Sandy 80594
Required for January 1987 to cover the maternity leave of the present post-holder Teacher of Physics (Scale 2) with a suitably qualified or experienced candidate.
A-level work would be an advantage.
Application forms and further details from the Headmaster. (33078) 134820

BERKSHIRE
BEECHWOOD SECONDARY SCHOOL
Lynch Hill Lane, Slough SL3 7QF
N.O.R. 502
Required immediately (if possible) or later a Science Teacher (Scale 1) who will teach combined science to 13-14 year olds and physics to GCSE and A level. The school has a satisfactory facility with laboratory and preparation room. The successful candidate will be expected to contribute to curriculum, teaching Mode 3 Physical and Environmental Science to CSE and to assist in the organisation of Science courses. There will be opportunity to teach some Biology as well. Interest in computer studies would be welcome.
Application forms obtainable from and returnable to the Headteacher, J. Wilkins, B.Ed. including curriculum vitae, and stamped addressed envelope (160 x 230 mm) as soon as possible. (330001) 134822

CROYDON
THE LONDON BOROUGH OF CROYDON
ST. ANDREW'S C OF E HIGH SCHOOL
Warrington Road, Croydon CR0 4BJ
Tel: 01-686 8306
TEMPORARY TEACHER OF CHEMISTRY SCALE 1
Tenable January 1987 for one term
Required for one term from January 1987 to teach Chemistry to O Level in this 11-16 mixed comprehensive. Candidates should be in sympathy with the Christian nature of the school.
For application forms and further details please contact the Headmaster.
Closing date is 17th October. (333114) 134822

BEDFORDSHIRE
EDUCATION SERVICE
SHAFTESBURY UPPER SCHOOL
Hillborough Road, Sharnbrook, Bedfordshire MK44 1JP
Tel: Bedford (0234) 781201
Required for January 1987 a teacher of Chemistry, to be situated and single handed in Science to GCSE and A level.
Application forms and details from the Headteacher. A.s.a.e. please.
Closing date: 17th October.
An Equal Opportunities Employer. (330087) 134820

BERKSHIRE
MAIDEN ERLEGH SCHOOL
Off Silverdale Road, Sonning Common, Reading RG4 9HR
N.O.R. 1500
Required as soon as possible a teacher with a strong Physics specialism to teach Physics throughout the school and contribute to the Christian ethos of the school.
Please apply in writing to the Headmaster enclosing a full C.V. and names of two referees.
An Equal Opportunities Employer. (330246) 134820

BEDFORDSHIRE
EDUCATION SERVICE
SHAFTESBURY UPPER SCHOOL
Hillborough Road, Sharnbrook, Bedfordshire MK44 1JP
Tel: Bedford (0234) 781201
Required for January 1987 a teacher of Chemistry, to be situated and single handed in Science to GCSE and A level.
Application forms and details from the Headteacher. A.s.a.e. please.
Closing date: 17th October.
An Equal Opportunities Employer. (330087) 134820

Scale 1 Posts

BARNET
Re-advertisement
ST. MICHAEL'S C OF E GRAMMAR SCHOOL
Nether Street, Finchley, North London N12
Three-form entry boys' school
Girls on roll
685 on roll, 160 Sixth.
Required for teaching beyond year 10 in the Sixth Form, mainly Physics to A level (Oxford Syllabus) and ability and willingness to teach Science throughout the 11-16 years. Physics in the 6th Form an advantage.
Scale 1 or 2 according to qualifications and experience.
Allowance will be given to Inner London Teachers.
Apply to the Headteacher by letter giving full curriculum vitae and the names and addresses of two referees, enclosing a stamped addressed envelope. (32716) 134822

BARNET
LONDON BOROUGH OF BARNET
Golders Green Road, London NW11 8HX
Tel: 01-202 9004
Co-educational Comprehensive. Roll 950
Sixth Form 160
Required from 1st SOON AS POSSIBLE part-time teaching post (Scale 1), 3 to 5 periods per week. Successful applicant will join large and successful Department and teach General Science up to GCSE, mainly to 13 year olds, but also to 14 year olds. There will be opportunity to teach some Physics and Biology as well. Interest in computer applications would be welcome.
Application forms and further details from the Headmaster. An Equal Opportunities Employer. (33078) 134822

BERKSHIRE
BEECHWOOD SECONDARY SCHOOL
Lynch Hill Lane, Slough SL3 7QF
N.O.R. 502
Required immediately if possible or later a Science Teacher (Scale 1) who will teach combined science to 13-14 year olds and physics to GCSE and A level. The school has a satisfactory facility with laboratory and preparation room. The successful candidate will be expected to contribute to curriculum, teaching Mode 3 Physical and Environmental Science to CSE and to assist in the organisation of Science courses. There will be opportunity to teach some Biology as well. Interest in computer applications would be welcome.
Application forms and further details from the Headteacher, J. Wilkins, B.Ed. including curriculum vitae, and stamped addressed envelope (160 x 230 mm) as soon as possible. (330001) 134822

BEDFORDSHIRE
EDUCATION SERVICE
HASTINGSBURY UPPER SCHOOL
Hill Rise, Kempston, Bedford MK42 7EB
Tel: Bedford (0234) 852351
Required for January 1987 a teacher of Chemistry, to be situated and single handed in Science to GCSE and A level.
Application forms and details from the Headteacher. A.s.a.e. please.
Closing date: 17th October.
An Equal Opportunities Employer. (330087) 134820

BERKSHIRE
MAIDEN ERLEGH SCHOOL
Off Silverdale Road, Sonning Common, Reading RG4 9HR
N.O.R. 1500
Required as soon as possible a teacher with a strong Physics specialism to teach Physics throughout the school and contribute to the Christian ethos of the school.
Please apply in writing to the Headmaster enclosing a full C.V. and names of two referees.
An Equal Opportunities Employer. (330246) 134820

BEDFORDSHIRE
EDUCATION SERVICE
SANDY UPPER SCHOOL
Girtford Avenue, Sandy SG19 1BL
Tel: Sandy 80594
Required for January 1987 to cover the maternity leave of the present post-holder Teacher of Physics (Scale 2) with a suitably qualified or experienced candidate.
A-level work would be an advantage.
Application forms and further details from the Headmaster. A.s.a.e. please.
An Equal Opportunities Employer. (33078) 134820

BERKSHIRE
BEECHWOOD SECONDARY SCHOOL
Lynch Hill Lane, Slough SL3 7QF
N.O.R. 502
Required immediately if possible or later a Science Teacher (Scale 1) who will teach combined science to 13-14 year olds and physics to GCSE and A level. The school has a satisfactory facility with laboratory and preparation room. The successful candidate will be expected to contribute to curriculum, teaching Mode 3 Physical and Environmental Science to CSE and to assist in the organisation of Science courses. There will be opportunity to teach some Biology as well. Interest in computer applications would be welcome.
Application forms and further details from the Headteacher, J. Wilkins, B.Ed. including curriculum vitae, and stamped addressed envelope (160 x 230 mm) as soon as possible. (330001) 134822

BERKSHIRE
MAIDEN ERLEGH SCHOOL
Off Silverdale Road, Sonning Common, Reading RG4 9HR
N.O.R. 1500
Required as soon as possible a teacher with a strong Physics specialism to teach Physics throughout the school and contribute to the Christian ethos of the school.
Please apply in writing to the Headmaster enclosing a full C.V. and names of two referees.
An Equal Opportunities Employer. (330246) 134820

DINAS BRAN SCHOOL, Llangollen
(Tel. Llangollen 860669)
(11 – 16, 910 pupils)
Head – J. C. Wilce, B.A.
Required for January 1987:
HEAD OF CHEMISTRY, SCALE 3
A Scale 4 post (Co-ordinator of the Science Faculty) would be available for a suitable candidate.
Further information and application forms are available from the Head, to whom they should be returned by 13th October, 1986.
Shire Hall,
MOLD.
24.9.86.
CLWYD COUNTY COUNCIL

SECONDARY SCIENCE continued

BERKSHIRE
FURZE PLATT COMPREHENSIVE SCHOOL
Furze Platt Road, Maidenhead SL6 7NQ
Required as soon as possible a teacher of PHYSICS (Scale 2) to teach throughout the 11-16 Co-ed 11-18 Comprehensive School on the edge of Maidenhead. There is an opportunity to teach A level for a suitable applicant but this is not essential.
Please apply immediately to the Headmaster with c.v. or equivalent including 2 referees. Further information available from this school. Tel: Maidenhead 35308.
No Closing date.
An Equal Opportunity Employer. (330025) 134822

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
SIR FRANK MARKHAM SCHOOL
Woughton Campus, Rainbow Drive, Leadenhall, Milton Keynes MK6 5EN
(Mixed comprehensive - approximately 1450 on roll)
Required from January 1987 a temporary teacher of Science for two terms to teach across the age and ability range. Scale 2.
Apply by letter to the Headteacher, Mrs. Harrison B.A., enclosing full curriculum vitae, stamped addressed envelope and quoting two referees. (97995) 134822

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
STANTONBURY CAMPUS
BRINSLEY HALL SCHOOL
Stantonbury, Stantonbury, Milton Keynes MK14 6BN
(Mixed comprehensive - approximately 1060 on roll)
Required from January 1987, a well qualified enthusiastic and lively teacher to join a strong and experienced team within a developing and forward looking Science Faculty. Examination work to GCSE and A level. Interest in Science Courses for the Lower School. There will be opportunity to teach some Physics as well. Interest in computer studies would be welcome.
Application forms and further details from the Headteacher (SAE please). (33057) 134822

HAMPSHIRE
PRIORY SCHOOL
Priory Road, Southsea, Hants. PO4 0QE
(11-16 Comprehensive)
Required for September 1987, Scale 1 teacher for Science and Mathematics.
Application forms and further details from the Headteacher (SAE please). (33037) 134822

HAMPSHIRE
BOURNEMOUTH EAST HANTS AREA
COWARTH PARK SCHOOL
Burt Plain Avenue, Ringwood, Hampshire
Tel: Waterlooville 264228
(11-16 mixed comprehensive, 960 on roll)
Head Teacher: Mr. Hammond
Required January 1987 Teacher of Physics to GCSE the ability to offer Electronics an advantage. TVEI School Scale 1 (Scale 2 for a suitably qualified and experienced applicant).
Closing date 20th October 1986.
For further details and application form please send large S.A.E. to Headteacher marking envelope "Physics Teacher".
Ringwood School is an Equal Opportunities Employer. (33088) 134822

HERTFORDSHIRE
ST. ALBANS GIRLS' SCHOOL
Sandridgebury Lane, St. Albans, Herts. AL3 6DB
Group 11
Required from January 1987 an enthusiastic, well qualified Teacher to join a large, thriving Biology Department.
The successful candidate will be required to teach Biology throughout the school up to and including 'A' level Biology and 'A' level Biology and Social Biology. A willingness to participate actively in practical and field trips would be advantageous.
Applications to the Headmistress, together with curriculum vitae and names and addresses of two referees. (33460) 134822

HERTFORDSHIRE
DAME ALICE OWEN'S SCHOOL
Dugdale Hill Lane, Potters Bar, Herts. EN6 2DU
Voluntary Aided. Founded 1613.
Trustees: The Worshipful Company of Brewers
Number on roll: 1050 (mixed)
140 Sixth Form
Required for October a part-time teacher of SCIENCE (Scale 1/2, Graduate Allowance). A suitably qualified person is sought to teach CHEMISTRY or PHYSICS or GENERAL SCIENCE.
Excellent facilities on a pleasant site within easy reach of Central London.
Applications in writing (full c.v. and names of two referees) to the Head Master Mr. D.W.V. Bolton, M.A. (Oxon.) as soon as possible, from whom further details (if not available (foolscap S.A.E. please). (33093) 134822

HERTFORDSHIRE
MILL FIELD COMPREHENSIVE SCHOOL
Fifth Avenue, Harlow CM20 3NS
Tel: Harlow 21138
Required January, 1987,
CHEMISTRY TEACHER, Scale 1
Required January, or sooner if possible, for well equipped school.
Apply to Headteacher as soon as possible (foolscap s.a.e. please). (33084) 134822

HERTFORDSHIRE
PRIORY SCHOOL
Priory Road, Southsea, Hants. PO4 0QE
(11-16 Comprehensive)
Required for January 1987, Scale 1 teacher for Science and Mathematics.
Application forms and further details from the Headteacher (SAE please). (33037) 134822

HAMPSHIRE
BOURNEMOUTH EAST HANTS AREA
COWARTH PARK SCHOOL
Burt Plain Avenue, Ringwood, Hampshire
Tel: Waterlooville 264228
(11-16 mixed comprehensive, 960 on roll)
Head Teacher: Mr. Hammond
Required January 1987 Teacher of Physics to GCSE the ability to offer Electronics an advantage. TVEI School Scale 1 (Scale 2 for a suitably qualified and experienced applicant).
Closing date 20th October 1986.
For further details and application form please send large S.A.E. to Headteacher marking envelope "Physics Teacher".
Ringwood School is an Equal Opportunities Employer. (33088) 134822

HERTFORDSHIRE
ST. ALBANS GIRLS' SCHOOL
Sandridgebury Lane, St. Albans, Herts. AL3 6DB
Group 11
Required from January 1987 an enthusiastic, well qualified Teacher to join a large, thriving Biology Department.
The successful candidate will be required to teach Biology throughout the school up to and including 'A' level Biology and 'A' level Biology and Social Biology. A willingness to participate actively in practical and field trips would be advantageous.
Applications to the Headmistress, together with curriculum vitae and names and addresses of two referees. (33460) 134822

HERTFORDSHIRE
DAME ALICE OWEN'S SCHOOL
Dugdale Hill Lane, Potters Bar, Herts. EN6 2DU
Voluntary Aided. Founded 1613.
Trustees: The Worshipful Company of Brewers
Number on roll: 1050 (mixed)
140 Sixth Form
Required for October a part-time teacher of SCIENCE (Scale 1/2, Graduate Allowance). A suitably qualified person is sought to teach CHEMISTRY or PHYSICS or GENERAL SCIENCE.
Excellent facilities on a pleasant site within easy reach of Central London.
Applications in writing (full c.v. and names of two referees) to the Head Master Mr. D.W.V. Bolton, M.A. (Oxon.) as soon as possible, from whom further details (if not available (foolscap S.A.E. please). (33093) 134822

HERTFORDSHIRE
MID KENT AREA
THE MAPLESDEN NOAKES SCHOOL
Great Buckland, Maidstone, Kent ME16 0TJ
Required January, 1987, Teacher of Biology to GCSE and to teach General Science to lower school (Scale 1).
Apply by letter with c.v. and referees to Head Teacher. S.A.E. please.

HERTFORDSHIRE
THE MAPLESDEN NOAKES SCHOOL
Great Buckland, Maidstone, Kent ME16 0TJ
Required January, 1987, Teacher of Biology to GCSE and to teach General Science to lower school (Scale 1).
Apply by letter with c.v. and referees to Head Teacher. S.A.E. please.

HERTFORDSHIRE
WINTERS BOYS SCHOOL
Hunteman Lane, Maidstone, Kent ME14 5PT
Roll: 641 - ability intake
Required January 1987, Scale Science/P.E. Teacher, also to contribute to C.P./Games programme and teach General Science and G.C.S.E. up to 'O' level.
S.A.E. for further details and application form to Head Teacher. (32838) 134822

HAMPSHIRE
BOURNEMOUTH AREA
COWARTH PARK SCHOOL
Burt Plain Avenue, Ringwood, Hampshire BH24 3BS
Tel: Waterlooville 264228
(11-16 mixed comprehensive, 960 on roll)
Head Teacher: Mr. Hammond
Required January 1987 Teacher of Physics to GCSE the ability to offer Electronics an advantage. TVEI School Scale 1 (Scale 2 for a suitably qualified and experienced applicant).
Closing date 20th October 1986.
For further details and application form please send large S.A.E. to Headteacher marking envelope "Physics Teacher".
Ringwood School is an Equal Opportunities Employer. (33088) 134822

HERTFORDSHIRE
ST. ALBANS GIRLS' SCHOOL
Sandridgebury Lane, St. Albans, Herts. AL3 6DB
Group 11
Required from January 1987 an enthusiastic, well qualified Teacher to join a large, thriving Biology Department.
The successful candidate will be required to teach Biology throughout the school up to and including 'A' level Biology and 'A' level Biology and Social Biology. A willingness to participate actively in practical and field trips would be advantageous.
Applications to the Headmistress, together with curriculum vitae and names and addresses of two referees. (33460) 134822

HERTFORDSHIRE
DAME ALICE OWEN'S SCHOOL
Dugdale Hill Lane, Potters Bar, Herts. EN6 2DU
Voluntary Aided. Founded 1613.
Trustees: The Worshipful Company of Brewers
Number on roll: 1050 (mixed)
140 Sixth Form
Required for October a part-time teacher of SCIENCE (Scale 1/2, Graduate Allowance). A suitably qualified person is sought to teach CHEMISTRY or PHYSICS or GENERAL SCIENCE.
Excellent facilities on a pleasant site within easy reach of Central London.
Applications in writing (full c.v. and names of two referees) to the Head Master Mr. D.W.V. Bolton, M.A. (Oxon.) as soon as possible, from whom further details (if not available (foolscap S.A.E. please). (33093) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NORTHFLEET SCHOOL FOR BOYS
Cecil Road, Northfleet, Kent
Required for January 1987, Scale 1 post. An enthusiastic Science Graduate sought to join a very lively and well organised department as an expanding Thames-side High School for 990 boys. A real interest to the profession would be welcomed and could expect excellent guidance and support.
Letter of application with C.V. and names and addresses of two referees should be sent to the Headmaster Mr. J.M.S. Hessett, who will provide further details on receipt of S.A.E. Closing date: October 17th, 1986.
Possibility of help with temporary housing in approved cases.

NORTH KENT AREA
MAINLAND SCHOOL FOR GIRLS
Derwent Way, Rainham ME8 0BX
Required for November, 1986 temporary part-time teacher for years 1-5 able to teach Biology/General Science to cover maternity leave.
Apply immediately by letter with C.V. to the Headmistress.

TEMPLE SECONDARY SCHOOL FOR BOYS
Brompton Farm Road, Strood, Rochester, Kent
Required for January, 1987, Scale teacher of Science throughout the school. General Science is taught in Lower School and senior pupils take Biology at C.S.E. level and also GCE 'O' level. Physics and Biology with G.C.S.E. courses beginning in September. There are 5 Science laboratories with a full time laboratory technician. A well organised department with good record of success and enthusiasm.
Application by letter with C.V. and names and addresses of two referees to the Headteacher.
Closing date is 17th October. (33316) 134822

GILLINGHAM, UPBURY MANOR SCHOOL
Maryland Road, Gillingham ME7 5HT
Mixed 1000
Required for January, 1987, a qualified teacher of Science (Scale 1). Well equipped and serviced department.
Further details and forms of Application from the Headteacher to whom they should be returned by 15th October, 1986.

MID KENT AREA
THE MAPLESDEN NOAKES SCHOOL
Great Buckland, Maidstone, Kent ME16 0TJ
Required January, 1987, Teacher of Biology to GCSE and to teach General Science to lower school (Scale 1).
Apply by letter with c.v. and referees to Head Teacher. S.A.E. please.

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN GIRLS' SCHOOL
Richmond Road, Kingston Upon Thames, Surrey
Tel: 01-546 0775
No. on Roll: 1150 Inc. 185 in the VIform
Headmistress: Dr H.A. Nicolle, M.A. (Oxon.) Ph.D.
Required for January 1987 a temporary teacher of BIOLOGY and CHEMISTRY to teach A Y.5. girls' grammar school Physics and Chemistry to 'O' level.
The posts could be either for 2 terms or 3 terms.
Scale 2 posts and London Allowance £765 p.a. pro rata.
APPLY BY LETTER to the Headmistress, enclosing full curriculum vitae and the names and addresses and telephone numbers of two referees, by Thursday 9th October, 1986.
Interviews will be held on Thursday 23rd October, 1986. (33088) 134822

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22 8TE
1450 - 1812 girls
Required for January 1987 - temporary part-time Biologist.
See Independent Section for full details. (33143) 134822

LONDON SE3
BLACKHEATH BLUECOAT C OF E SCHOOL
Old Dover Road, Blackheath SE3 7BA
Tel: 01-858 8221
Burnham Group 10
Headmaster: Mr. J.R. Thurley, B.A.
Teacher of Science (Scale 1).
Specialist subject should be Biology but also willingness to teach an integrated course to the lower years.
Candidates should be in sympathy with the Christian ethos of the school. (32896) 134822

MALAYSIA
'A' Level Maths and Science teachers required for January 1987.
See Overseas Section today. (332955) 134822

NORTH YORKSHIRE
GRAHAM SCHOOL
Woodlands Drive, Scarborough YO12 6QW
Tel: (07723) 365451/2
Required for January 1987 SCALE 1 SCIENCE TEACHER for 11-16 Mixed Comprehensive of 1000 pupils.
The school enjoys excellent facilities and is situated on the western outskirts of Scarborough, close to the North Yorkshire Moors National Park. A well qualified, committed teacher with an enquiring interest in Science teaching is sought to join a large, strong, well-equipped and innovative Science Department. The school is also keen to join the local TVEI consortium.
Application forms and further details from Headteacher at the school, Mr. M. Bowers, sae please. Closing date 17 October 1986. (97856) 134822

NORTHAMPTONSHIRE
BRACKLEY MAGDELEN COLLEGE SCHOOL
High Street, Brackley, Northants. NN13 5AE
TEACHER OF PHYSICS (SCALE 1/2)
Opportunity for graduate to teach to 'O' and 'A' Level. Accommodation may be available. Salary above Burnham.
Details Page 77. (R7007) 134822

SURREY
EDUCATION COMMITTEE
BISHOP REINDORP SCHOOL
Inglis Avenue, Guildford
PHYSICS TEACHER, Scale 1 part-time
Required for January, 1987. A willingness to teach examination classes including A level is essential. There are three physics laboratories and a fine record of examination success.
Application forms and further details from the Headteacher, Bishop Luffa Close, Chichester PO19 3TT. (sae please). Closing date for receipt of completed forms 17th October 1986. (329171) 134822

SURREY
ST. JOHN'S SCHOOL
Leatherhead
PHYSICS
Opportunity for graduate to teach to 'O' and 'A' Level. Accommodation may be available. Salary above Burnham.
Details Page 77. (R7007) 134822

SURREY
EDUCATION

CORNWALL EDUCATION COMMITTEE

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

COMPREHENSIVE SCHOOLS

Budehaven School, Valley Road, Bude, Cornwall EX23 8DQ. Group 11. NOR 952. Sixth Form of 112.

Head of Home Economics: Scale 2
Required for January 1987, head of Home Economics at this seaside comprehensive school. A broad-based foundation course operates for all pupils up to 14; the Southern Examining Groups "Home Economics: Family, Home and Food" GCSE course from 14-16; with Advanced courses in Food and Fabrics plus C.P.V.E. and general courses beyond that. Ability to teach in all these areas, including Health Education is essential. The school is split-site, but by September 1987 all Home Economics will be taught in new, purpose-built accommodation as the school moves to one site, and the opportunity will exist for the establishment of an exemplary department where practice matches the most recent thinking. Application forms/further details from the Headteacher at the school, on receipt of SAE.

Mounts Bay School, Boscathnoe Lane, Heamoor, Penzance, Cornwall TR18 3JT. Group 10. NOR 900.

Mathematics: Scale 1
Required for January 1987, a well-qualified and experienced teacher of Mathematics to share in the teaching of the subject across the ability range. Application forms/further details from the Headteacher at the school, on receipt of SAE.

Richard Lander School, Trescawls Road, Truro, Cornwall TR1 3LF. Group 12. NOR 1531. Sixth Form of 354.

Mathematics: Scale 1
Required for January 1987, a well-qualified teacher of Mathematics who must be prepared to teach throughout the school up to and including 'A' level. Write in the first instance to the Headteacher, enclosing c.v. and stamped and addressed envelope for application form and further details.

PRIMARY SCHOOLS

Treloweth C.P. Junior & Infant School, Broadlane, Redruth, Cornwall TR15 3JL. Group 3.

Scale 1
Required from 1st January 1987, a teacher for infants. *Candidates should practice an integrated approach to teaching and preference will be given to one who can offer specialisation in one or more areas of the curriculum* and who would welcome the opportunity to *influence its development throughout the school.* Application forms/further details from the District Clerk, District Education Office, Pendarves Road, Camborne, TR14 7QD, on receipt of SAE.

PRIMARY HEADSHIP
Trewidland C.P. Junior & Infant School, St Keyne, Liskeard, Cornwall PL14 4SJ. Group 1.
Available from Summer Term 1987.
Closing Date 24th October, 1986.
Application forms and further details are available on receipt of SAE (Foolscap) from the Secretary for Education (Schools Section), County Hall, Truro. Cornwall. TR1 3BA. (9269)

Cornwall

EDUCATION DEPARTMENT
NORTH WEST KENT AREA

Downs School,
Green Street Green Road,
Dartford, Kent DA1 1QE
Telephone: Dartford 28635/6/7
Roll 1300 (Mixed) 11-18 Wide Ability

This school has vacancies from January for the following teachers:—

Mathematics	Scale 3
Mathematics	Scale 2
Science	Possibly Scale 2
CDT *	Scale 2
PE	Scale 1
English/French	Scale 1

Fringe Allowance.
Pleasant site on outskirts of Dartford with easy access to London and Kent coast and countryside.
Application to the Headmaster with full cv, age, and names of two referees.
Closing date: 17 October 1986.
(04728)

KENT COUNTY COUNCIL

Social Studies

Scale 1 Posts

AVON COUNTY
BRIMSHAM GREEN SCHOOL
Broad Lane, Yate, Bristol BS17 5LS
Required from 1st January 1987, a teacher of Social Science to work within the Humanities Department. An enthusiastic teacher is wanted to join the Humanities team with this developing comprehensive 2-3 school. The post involves a major contribution to 'A'/'O' 'A' Level Sociology teaching, teaching a Humanities CCSE course with a Social Science emphasis and a Lower School Humanities course taken by all pupils in Years 1-3.
Further details from and letters of application to the Headteacher immediately, giving full c.v. and names and addresses of two referees, enclosing s.a.e.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (32847) 135220

Speech and Drama

Heads of Department

DURHAM
COUNTY COUNCIL
DENE HOUSE
COMPREHENSIVE SCHOOL
Peterlee
11-16 Years
HEAD OF DRAMA - Salary Scale 3
Well qualified and experienced teacher required for January, 1987. Initially some teaching of a subsidiary subject will be necessary.
Stamped addressed envelope for application form and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 15th October, 1986. (32826) 135218

WALSALL
METROPOLITAN BOROUGH COUNCIL
TEACHER IN CHARGE OF DRAMA
Scale 3
Required January, 1987, due to promotion, at Pool Hayes Community School, Castle Drive, Willenhall, West Midlands, an 11-18 mixed school. The current post holder works within the English Faculty and an ability to teach English to examination work would be an advantage but there are close links with Humanities, and timetable possibilities for links with P.E., Music and Dance.
Please send for S.A.E. to the Head Teacher for an application form and further details.
Closing Date: 17th October, 1986.
Walsall is an Equal Opportunity Employer. (32834) 135220

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Road, Edgware, Middlesex HA8 6AN
Tel: 01-952 1614/952 8502
Part-time (0.6) teacher of Drama (Scale 2) required from January 1987 or April 1987 for mixed comprehensive school for students aged 13-16.
Drama is part of the Expressive Arts Department and is taught throughout the school to examination level (GCSE). The 11-form school (Years 7, 8 and 9) is involved in RSDC's "Arts in School's Project involving curricular work across the Arts and across the Middle to High School age ranges.
Canons High School is committed to developing students' independent learning in mixed ability groups, to developing positive self-esteem and to equal opportunities education. This is substantial involvement with the local community.
Outer London Allowance is payable. Interviews may be arranged by telephone.
Letters of application & CV should be sent A.S.A.P. but not later than 13/10/86 to the Headteacher.
Harrow is an Equal Opportunity Employer. (33168) 135222

Scale 1 Posts

AVON COUNTY
GORDANO SCHOOL
Portishead BS20 9QR
(11-18 Comprehensive: Roll 1350: Sixth Form 200)
Required from 1st January, 1987, a teacher of Drama to teach throughout the school, including GCSE and 'A' Level Theatre Studies. There is a well equipped Drama Studio. Ability to help with some English teaching welcome.
Further details from and letters of application to the Headteacher immediately (Tel: Bristol 848063), giving full c.v. and names and addresses of two referees, including s.a.e.
Avon as an Equal Opportunities Employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (32857) 135222

BEDFORDSHIRE
EDUCATION SERVICE
HASTINGSBURY UPPER SCHOOL
Hill Rise, Kempston, Bedford MK42 7ED
Tel: Bedford (0234) 853636
Required for January 1987 a teacher of Drama, Scale 1. A Scale 2 may be available for a suitable applicant.
Application forms and further details from the Headmaster, N.A.E. please.
An Equal Opportunities Employer. (33088) 135222

BEDFORDSHIRE
EDUCATION SERVICE
SANDY UPPER SCHOOL
Kingsway Avenue, Sandy SG19 1HJ
Tel: Sandy 80598
Required for January 1987 for two terms, a Temporary teacher of Drama with some English. Scale 1 min.
Please apply immediately to the Headmaster for application form and further details in writing enclosing a S.A.E., full curriculum vitae and the names and addresses of two referees.
An Equal Opportunities Employer. (33073) 135222

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
CATERHAM HIGH SCHOOL
Please see main advertisement under 'English' - Scale 3 and above. (32843) 135220

WILTSHIRE
DORCAN SECONDARY SCHOOL
St. Paul's Drive,
Covingham, Swindon SN3 5DA
Tel: Swindon 25231
Head Teacher: Miss J.E. Smith
11-16 Co-educational Comprehensive School
N.O.R. 1222
Required January 1987, a Scale 2 Drama Teacher to work within an integrated Expressive Arts Department in the first instance (two years only in this 11-16 school). The successful candidate should be prepared to work collaboratively with colleagues from Art, Music, Dance, and Media Studies for large periods of time during the school week. In addition, the School has a thriving Drama examination course in Years four and five. Commitment to school productions would be looked upon favourably.
Application forms from the Headteacher at the school, or receipt of a foolscap stamped addressed envelope to be returned by 17th October, 1986.
Wiltshire is an Equal Opportunities Employer. (32844) 135220

Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
DENBIGH SCHOOL
Cornwall Grove, Bletchley, Milton Keynes MK3 7HH
Mixed comprehensive (approximately 1030 on roll)
Required for January or April 1987, a teacher in charge of Drama, Scale 2, to teach the subject to all year groups. The school is hoping to develop a co-ordinated programme of performing arts and the successful applicant would be able to develop his/her skills across the broad range of activities. The school has a purpose built drama studio.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, E. Corrin, M.A., giving full curriculum vitae and the names and addresses of two referees. (32807) 135220

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
CATERHAM HIGH SCHOOL
Please see main advertisement under 'English' - Scale 3 and above. (32843) 135220

WILTSHIRE
DORCAN SECONDARY SCHOOL
St. Paul's Drive,
Covingham, Swindon SN3 5DA
Tel: Swindon 25231
Head Teacher: Miss J.E. Smith
11-16 Co-educational Comprehensive School
N.O.R. 1222
Required January 1987, a Scale 2 Drama Teacher to work within an integrated Expressive Arts Department in the first instance (two years only in this 11-16 school). The successful candidate should be prepared to work collaboratively with colleagues from Art, Music, Dance, and Media Studies for large periods of time during the school week. In addition, the School has a thriving Drama examination course in Years four and five. Commitment to school productions would be looked upon favourably.
Application forms from the Headteacher at the school, or receipt of a foolscap stamped addressed envelope to be returned by 17th October, 1986.
Wiltshire is an Equal Opportunities Employer. (32844) 135220

Heads of Department

HARROW
EDUCATION COMMITTEE
HATCH END HIGH SCHOOL
Headstone Lane, Harrow, Middlesex HA3 6LJ
Tel: 428 4359
An energetic and [illegible] curriculum is required [illegible] January 1987 to lead a senior management team [illegible] this 11-16 [illegible] comprehensive [illegible] plicants should have a record of success [illegible] mental level and [illegible] administration. [illegible] should have an [illegible] working closely [illegible] Curriculum Depts] [illegible] aspects of curriculum [illegible] ning and developing [illegible] successful applicant [illegible] have a significant [illegible] in the day to day [illegible] this popular [illegible] school.
Please apply [illegible] by letter to the Head [illegible] enclosing full C.V. [illegible] ing the names and addr[illegible] of 2 referees. Final[illegible] close s.a.e.
Outer London Allow[illegible] Payable.
Harrow is an E[illegible] Opportunities [illegible] (32677)

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
THE SIR WILLIAM NOTTIDGE SCHOOL
Bellevue Road, Whitstable CT5 1PX
Required for January 1987, Drama/English teacher (Scale 1). Specialist Drama teacher, also to teach English throughout the age range. Drama operates as a separate department and has an excellent reputation in the County.
S.A.E. to Head Teacher at the school for further details. (33161) 135222

BEDFORDSHIRE
EDUCATION SERVICE
HASTINGSBURY UPPER SCHOOL
Hill Rise, Kempston, Bedford MK42 7ED
Tel: Bedford (0234) 853636
Required for January 1987 a teacher of Drama, Scale 2. A Scale 3 may be available for a suitable applicant.
Application forms and further details from the Headmaster, N.A.E. please.
An Equal Opportunities Employer. (33088) 135222

BEDFORDSHIRE
EDUCATION SERVICE
SANDY UPPER SCHOOL
Kingsway Avenue, Sandy SG19 1HJ
Tel: Sandy 80598
Required for January 1987 for two terms, a Temporary teacher of Drama with some English. Scale min.
Please apply immediately to the Headmaster for application form and further details in writing enclosing a S.A.E., full curriculum vitae and the names and addresses of two referees.
An Equal Opportunities Employer. (33073) 135222

BURY
METROPOLITAN BOROUGH OF BURY
AN EQUAL OPPORTUNITY EMPLOYER
EDUCATION DEPARTMENT
TEACHER (SCALE 1) OF DRAMA
Required for 1st January 1987 to 31st August 1987 at Bend Oak High School, Hazel Avenue, Bury BL9 7QT to teach the subject throughout the school up to G.C.S.E. level initially and thereafter to G.C.S.E. level.
Application forms and further details obtainable from and returnable to the Head Teacher at the School by Wednesday 15th October 1986. (33000) 135222

ESSEX
AVELEY COMPREHENSIVE SCHOOL
Mutton Drive, Aveley RM15 4RU
Tel: Purfleet 865180
(Roll 800: 11-16 Mixed)
(London Fringe & S.F.R. allowances payable)
TEACHER OF DRAMA, Scale 2
Required January, 1987, well qualified teacher to be responsible for all aspects of Drama including examination work. Scale 3 post available.
Apply immediately by letter to Headteacher enclosing C.V. (foolscap s.a.e. please).

ONGAR COMPREHENSIVE SCHOOL
Fyfield Road, Ongar CM5 9AW
Tel: Ongar 365239
(Mainly 11-16 Mixed)
TEMPORARY TEACHER OF DRAMA, Scale 2 not available
Required 1/1/87 to 31/8/87 to cover maternity leave. Youth Theatre leadership/A level teaching an advantage.
Apply in writing with s.a.e. to Headteacher giving two referees.

Please see under Secondary Other than by Subject Classification for Scale 1 Art & Design (33163) & C.D.T. (33164)

Technology

Scale 2 Posts and above

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
HOLMFIELD HIGH SCHOOL
Holdsworth Road, Holmfield, Halifax HX2 9NY
Ref. ES/3/86A
Required from January 1987 a teacher of Electronics (Scale 2) to co-ordinate technology throughout the integrated science courses through to the sixth form.
Application forms must be obtained from the Headteacher (Tel: [illegible]) and completed forms should be returned, quoting post reference number by 17 October 1986.
The Council is committed to an equal opportunities employer and aims to recruit and retain people from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or personal status who have the necessary attributes for the post. (07988) 135220

HARROW
EDUCATION COMMITTEE
WHITMORE HIGH SCHOOL
Porlock Avenue, Harrow HA3 0AD
Tel: 01-864 7688
TECHNOLOGY teacher (Scale 3)
Required as part of a LEARNING SUPPORT TEAM. This team works with staff to develop policy and practice, which supports the different learning needs of children and increases their participation in the school's curriculum. Whitmore is a 11-16 co-educational comprehensive school with a considerable number of pupils statemented under the 1981 Act, but fully integrated. Whoever is appointed will be committed to mixed ability teaching and to working in main-stream classes.
Letter of application with CV and the names and addresses of 2 referees should be sent A.S.A.P. and not later than 15/10/86 to the Headteacher.
Outer London Allowance Payable.
Harrow is an equal opportunity employer. (33168) 135220

Scale 1 Posts

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
RUSHEY MEAD SCHOOL
Melton Road, Leicester LE4 7PA
(11-16 Secondary)
ART/TECHNICAL GRAPHICS
Please see under Secondary Other than by Subject Classification for Scale 1 Art & Design (33163) & C.D.T. (33164)

Other than by Subject Classification

Heads of Department

HARROW
EDUCATION COMMITTEE
HATCH END HIGH SCHOOL
Headstone Lane, Harrow, Middlesex HA3 6LJ
Tel: 428 4359
An energetic and [illegible] curriculum is required [illegible] January 1987 to lead a senior management team [illegible] this 11-16 [illegible] comprehensive [illegible] plicants should have a record of success [illegible] mental level and [illegible] administration. [illegible] should have an [illegible] working closely [illegible] Curriculum Depts] [illegible] aspects of curriculum [illegible] ning and developing [illegible] successful applicant [illegible] have a significant [illegible] in the day to day [illegible] this popular [illegible] school.
Please apply [illegible] by letter to the Head [illegible] enclosing full C.V. [illegible] ing the names and addr[illegible] of 2 referees. Final[illegible] close s.a.e.
Outer London Allow[illegible] Payable.
Harrow is an E[illegible] Opportunities [illegible] (32677)

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
YSGOL BRO DDYFI
Machynlleth
Required for January or April 1987: HEAD OF THE DRAMA DEPARTMENT (SCALE [illegible])
Application forms and [illegible] or details available from Headteacher, Ysgol Bro Machynlleth, Powys [illegible] completed forms should be returned by 13th October, [illegible]
(97981)

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
OXCLOSE SCHOOL
Hillside Close, Washington NE38 0LN
Tel: 091 [illegible]
Required for January, [illegible] or as soon as [illegible] thereafter:
HEAD OF YEAR (Scale [illegible]) - 11-16 comprehensive mainly school.
Application forms [illegible] from the headteacher at the school on receipt of stamped addressed foolscap envelope to be returned by 17th October. [illegible]
(32690)

Scale 2 Posts and above

BUCKINGHAMSHIRE
WYCOMBE AREA
Equal Opportunity Employer
HATTERS LANE SCHOOL
SECONDARY SCALE 2
Hatters Lane, High Wycombe, Bucks. HP13 7ND
Headteacher: Mr. P.J. Glew
No. on Roll: 716
Required for January, [illegible] teacher in charge of [illegible] DEVELOPMENT, [illegible] teacher appointed [illegible] with the full age and [illegible] range; this may [illegible] form work. Some [illegible] the Home Economics [illegible] be required. This [illegible] any appointment [illegible] maternity leave.
Application forms and [illegible] or details can be obtained [illegible] the Headteacher at the [illegible] Tel: H.W. 39740. [illegible]
(32901)

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
THE BURLEIGH COLLEGE, [illegible]
Loughborough Road, [illegible]
Loughborough LE11 2PD
(14-18)
N.O.R.: 1400
Boarding Minimal
SCALE: 2
Required January [illegible] This is a [illegible] Sixth Form College [illegible] 14-18 [illegible] attending the [illegible] self contained [illegible] able at this [illegible] free [illegible] Board. [illegible] Closing date: [illegible] Interviews [illegible] students [illegible] Time allowed [illegible] duties.
Please contact the Head Teacher for [illegible] and application [illegible]

Technology

Scale 2 Posts and above

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
HOLMFIELD HIGH SCHOOL
Holdsworth Road, Holmfield, Halifax HX2 9NY
Ref. ES/3/86A
Required from January 1987 a teacher of Electronics (Scale 2) to co-ordinate technology throughout the integrated science courses through to the sixth form.
Application forms must be obtained from the Headteacher (Tel: [illegible]) and completed forms should be returned, quoting post reference number by 17 October, 1986.
The Council is committed to an equal opportunities employer and aims to recruit and retain people from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or personal status who have the necessary attributes for the post. (07988) 135220

HARROW
EDUCATION COMMITTEE
WHITMORE HIGH SCHOOL
Porlock Avenue, Harrow HA3 0AD
Tel: 01-864 7688
TECHNOLOGY teacher (Scale 3)
Required as part of a LEARNING SUPPORT TEAM. This team works with staff to develop policy and practice, which supports the different learning needs of children and increases their participation in the school's curriculum. Whitmore is a 11-16 co-educational comprehensive school with a considerable number of pupils statemented under the 1981 Act, but fully integrated. Whoever is appointed will be committed to mixed ability teaching and to working in main-stream classes.
Letter of application with CV and the names and addresses of 2 referees should be sent A.S.A.P. and not later than 15/10/86 to the Headteacher.
Outer London Allowance Payable.
Harrow is an equal opportunity employer. (33168) 135220

Scale 1 Posts

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
RUSHEY MEAD SCHOOL
Melton Road, Leicester LE4 7PA
(11-16 Secondary)
ART/TECHNICAL GRAPHICS
Please see under Secondary Other than by Subject Classification for Scale 1 Art & Design (33163) & C.D.T. (33164)

Scale 1 Posts

ENFIELD
LONDON BOROUGH OF ENFIELD
BROOMFIELD SCHOOL
Southgate N14
Roll 1400 (Mixed Comprehensive)
Teacher to join a large P.E. Department. Assistance in other aspects of the curriculum.
For further details see under 'Secs, PE - Scale 1' column. (32890) 135622

Sixth Form and Tertiary Colleges

Heads of Department

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
QUEEN LEGGOTT COLLEGE
West Common Lane, Scunthorpe
Principal: K.J.B. Constable
No. on roll: 900
An experienced, well qualified and enthusiastic HEAD OF ENGLISH (Scale 4) required from January, 1987.
Please refer to Secondary Education, English, Heads of Department. (32542) 140018

Scale 2 Posts and above

BEDFORDSHIRE
EDUCATION SERVICE
Principal: SIXTH FORM COLLEGE
Bradgers Hill Road, Luton, Beds. LU2 7EW
Tel: 413005
Required for January 1987, a teacher of Physics, Scale 2 or 3. An interest in Electronics would be an advantage.
Application forms available from and returnable to the Principal, S.A.E. please. Closing date: 13th October, 1986.
An Equal Opportunities Employer. (33087) 140090

PLEASE MENTION THE T.E.S. when replying to advertisements

BURY
METROPOLITAN BOROUGH OF BURY
AN EQUAL OPPORTUNITY EMPLOYER
EDUCATION DEPARTMENT
GEOGRAPHY GRADUATE (SCALE 1) Temporary 1 Term Full-Time Post required for 1st January 1987 at Stand Sixth Form College, Church Lane, Whitefield, Manchester M25 7NR during the secondment of the Head of the Department. Teaching includes 'A' level (Syllabus B) and Joint 16+.
Application forms and further information obtainable from and returnable to the Principal at the College by Friday, 17th October 1986. (33007) 140022

WALSALL
METROPOLITAN BOROUGH COUNCIL
TEACHER OF BASIC SKILLS
Scale 2
Required January, 1987, at Aldeyn Community School, Vernon Way, off Shelfield Lane, Bloxwich, Walsall, West Midlands. This unit has the responsibility for pupils with Special Educational Needs throughout the school. Department staff: English and Mathematics to years 1-3, offer support in team teaching situation, in a variety of subjects, advise all departments and organise INSET.
The Second Department should be experienced in launching pupils with SEN and take responsibility for some of the areas listed below. In your application forms could you please indicate those areas which you have experience and/or interest:-
Language Skills - Years 1-3
Number Skills - Years 1-3
Junior School Liaison
Practical Teaching
Liaison with subject departments
Special Educational Needs in Years 4 and 5
INSET
For application form please send S.A.E. to the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall, West Midlands WS1 1DG.
Closing Date: 17th October, 1986.
Walsall is an Equal Opportunity Employer. (32833) 135620

HARROW
EDUCATION COMMITTEE
ST. DOMINIC'S SIXTH FORM COLLEGE
Mount Park Avenue, Harrow-on-the-Hill, Middlesex HA1 3UK
Tel: 01-422 8084
Applications are invited for full-time or part-time teaching for temporary vacancies for one or two terms from January 1987 in:
GERMAN, SPANISH.
Applicants must be able to offer their subject(s) to A level.
Successful applicants would be expected to support the Christian ethos of the College. All full-time teachers share the tutorial/pastoral work.
Outer London Allowance Payable.
Application forms from and to be returned to the Principal by 15th October 1986. Please enclose stamped addressed envelope.
Harrow is an equal opportunities employer. (33180) 140022

Scale 1 Posts

ENFIELD
LONDON BOROUGH OF ENFIELD
BROOMFIELD SCHOOL
Southgate N14
Roll 1400 (Mixed Comprehensive)
Teacher to join a large P.E. Department. Assistance in other aspects of the curriculum.
For further details see under 'Secs, PE - Scale 1' column. (32890) 135622

Sixth Form and Tertiary Colleges

Heads of Department

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
QUEEN LEGGOTT COLLEGE
West Common Lane, Scunthorpe
Principal: K.J.B. Constable
No. on roll: 900
An experienced, well qualified and enthusiastic HEAD OF ENGLISH (Scale 4) required from January, 1987.
Please refer to Secondary Education, English, Heads of Department. (32542) 140018

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunities Employer)
RICHMOND UPON THAMES COLLEGE (TERTIARY)
SENIOR LECTURER IN BUILDING
LECTURER IIN CARPENTRY AND JOINERY
LECTURER IIN GENERAL ART AND DESIGN for 1 year (65% or Full-time)
See FURTHER EDUCATION for details. (32777) 140022

Scale 2 Posts and above

BEDFORDSHIRE
EDUCATION SERVICE
Principal: SIXTH FORM COLLEGE
Bradgers Hill Road, Luton, Beds. LU2 7EW
Tel: 413005
Required for January 1987, a teacher of Physics, Scale 2 or 3. An interest in Electronics would be an advantage.
Application forms available from and returnable to the Principal, S.A.E. please. Closing date: 13th October, 1986.
An Equal Opportunities Employer. (33087) 140090

PLEASE MENTION THE T.E.S. when replying to advertisements

SOMERSET
BRIDGWATER COLLEGE
Bridgwater
(TERTIARY COLLEGE)
LECTURER GRADE I in Numbers, Communication, Social and Light Hand Skills to students with moderate learning difficulties.
(For further details please see under Further Education Section). (32805) 140022

SURREY
EDUCATION COMMITTEE
EBSER COLLEGE
West Green Road, Thames Ditton, Surrey
Mixed Open Access Sixth Form College 700-7 Students
Required January 1987, a Graduate CHEMIST to teach the subject up to 'A' level. Scale 3 post.
Further details and application form from the Principal, Tel: 01-398 0491 (24 hrs). (32890) 140022

WEST GLAMORGAN
COUNTY COUNCIL
LECTURER II RECEPTION AND FRONT OF FICE OPERATIONS
See displayed advertisement under Further Education (32323) 140022

WILTSHIRE
NEW COLLEGE
Swindon
A tertiary college with 850 students
Required for January, 1987: Lecturer I in History to Advanced Level, Lecturer I in English/Communications to A-Level, Annual Salary £6,843 - £11,865 with progression to £13,656.
Application forms and further information obtainable from and returnable to the Principal at the College by Friday, 17th October 1986. (33007) 140022

Special Education

Headships

CAMBRIDGESHIRE
Equal Opportunity Employer
Applications are invited for the following Headship to commence in April or earlier if possible:
The Windmill School (severe learning difficulties) - Group 4 (B).
Application form and details from Senior Area Education Officer, Castle Court, Shire Hall, Cambridge CB3 0AP (foolscaps, s.a.e. please) returnable by 17th October. (96455) 160010

Deputy Headships Second Masters/ Mistresses

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 63. (32607) 160012

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
ST. HELEN'S SCHOOL
St. Helen's Drive, Walton, Beverley HU15 1HN
DEPUTY HEAD - GROUP 5(B)
Required for January 1987, a Deputy Head for this residential special school for children aged from 5-16 years with severe learning difficulties.
Application forms and further details are available from the Head of the school (s.a.e. please) to whom completed forms should be returned by 13th October 1986. (32969) 160012

STOCKPORT
Required from January 1987 DEPUTY HEADTEACHER Group 5(a): 1034
TEXAL LODGE SCHOOL
Whaley Bridge, Via Stockport SK12 7DS
(Tel: 06632 2613)
Applications are invited from suitably qualified candidates for the demanding post as Deputy Headteacher in this weeds residential school which caters for up to 36 children with emotional and behavioural difficulties.
Application forms and further details obtainable from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE (061-480 4949 Ext. 3613) quoting reference, by 17th October, 1986.
Stockport is An Equal Opportunities Employer. (32858) 160016

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunities Employer)
RICHMOND UPON THAMES COLLEGE (TERTIARY)
SENIOR LECTURER IN TELEVISION/FILM
See FURTHER EDUCATION for details. (32778) 140022

SOMERSET
BRIDGWATER COLLEGE
Bridgwater
(TERTIARY COLLEGE)
LECTURER GRADE I in Numbers, Communication, Social and Light Hand Skills to students with moderate learning difficulties.
(For further details please see under Further Education Section). (32805) 140022

SURREY
EDUCATION COMMITTEE
EBSER COLLEGE
West Green Road, Thames Ditton, Surrey
Mixed Open Access Sixth Form College 700-7 Students
Required January 1987, a Graduate CHEMIST to teach the subject up to 'A' level. Scale 3 post.
Further details and application form from the Principal, Tel: 01-398 0491 (24 hrs). (32890) 140022

WARWICKSHIRE
LEYLAND SPECIAL SCHOOL
Leyland Road, Nuneaton CV11 4HP
DEPUTY HEAD, Group 5, required for January 1987. Applications are invited from enthusiastic and experienced teachers with SEN qualifications for this all age school for pupils with severe learning difficulties. Experience in curriculum development, in-service training, the application of micro-technology and/or Maudsley would be advantageous. The post involves a part-time teaching load.
For application form and job description telephone the Head, Mr C. Lakey (Tel: Nuneaton 385313. Closing date 15th October.
Warwickshire is an equal opportunities employer. (32922) 160012

Heads of Department

CHESHIRE
EDUCATION COMMITTEE
NORTON PRIORY COMPREHENSIVE SCHOOL
Castlefields Avenue East, Castlefields, Runcorn, Cheshire WA7 5NT
Tel: Runcorn 63621
Required for January 1987
HEAD OF REMEDIAL FACULTY - SCALE 4 (PLUS SPA)
An experienced, enthusiastic teacher is required to lead this important Faculty.
Help with housing is available if required.
Closing date 10th October, 1986. (32500) 160018

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
SPEECH AND LANGUAGE UNIT
For January, suitably qualified and experienced TEACHER (Scale 3 + B) to set up and run unit for children with speech and language disabilities. Unit will be attached to primary school and have full time speech therapy support.
Details/Application forms and returnable to Mr. R. Blakey, Special Education Office, St. James's Road, Dudley, West Midlands by 17th October. (33988) 160018

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunities Employer
Special School
SKELMERSDALE BLACK MOSS SPECIAL
Skelmersdale
(144 on Roll)
Required 1st January 1987.
SCALE 3(B) - HEAD OF LEAVERS DEPARTMENT.
For application form and addresses to whom completed forms should be sent, send SAE (foolscap) to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ.
Closing date: 16th October 1986. (33656) 160018

CYNGOR SIR DYFED COUNTY COUNCIL

DYFED COUNTY COUNCIL
CYNGOR SIR DYFED

All posts required for 1st January 1987.
Pob swydd yn eisiau erbyn 1af Ionawr, 1987.

1. Gwahoddir ceisiadau oddi wrth athrawon profiadol am swyddi Graddfa 1 yn yr ysgolion isod:-
a) YSGOL GYNRADD LLANGADOG (Grwp 2) Adran Babanod
b) YSGOL GYNRADD COPEL IWAN (Grwp 1) Adran Babanod
c) YSGOL GYNRADD HENDYGWYN (Grwp 4) Adran Babanod

Gellir cael ffurflenni cais ar dderbyn amlen yn dwyn cyfeiriad a stamp oddi wrth y Swyddog Addysg Rhanbarthol, Swyddfa Addysg Ranbarthol, 1 Heol Penlan, Caerfyrddin. Ceisiadau i'w dychwelyd erbyn 16eg Hydref, 1986.

2. HIGHMEAD RESIDENTIAL SPECIAL SCHOOL, LLANYBYDDER.
Teacher of HOME ECONOMICS with an interest in Girls' Physical Education and Games (Scale 1 + S.C.A.). (Extraneous duties averaging 15 hours per week + sleeping in duties on rota). Welsh is desirable.
Application forms are available on receipt of a stamped addressed envelope from the Director of Education, Education Department, Pibwrlwyd, Carmarthen SA31 2NH to whom they should be returned by 16th October, 1986.

3. GRAIG COMPREHENSIVE SCHOOL, LLANELLI SA15 4DN.
A well qualified and enthusiastic Assistant Teacher of HOME ECONOMICS (Scale 1). The successful candidate will be expected to teach Home Economics– Food/child development to G.C.S.E. level; Home Economics (Food and Nutrition) is offered to 'A' level. An ability to teach textiles to lower school would be an advantage.
Application forms and further details are available on receipt of a stamped addressed envelope from the Headteacher to whom they should be returned by 16th October, 1986.

4. YSGOL GYFUN PENWEDDIG, ABERYSTWYTH (Grwp 9).
Athro/athrawes i ddysgu CYMRAEG drwy'r ysgol gan gynnwys gwaith Bosbarth 6. Bydd cyfle i gyfrannu i raglen gweithgareddau creadigol yr ysgol (Graddfa 1).
Ceisiadau trwy lythyr yn rhoi manylion llawn ac enwau a chyfeiriadau dau ganolwr at y Prifathro erbyn 16eg Hydref, 1986.

5. YSGOL GYFUN LLANBEDR-PONT-STEFFAN, SA48 7BX (Grwp 10).
a) Athro/athrawes i ddysgu HANES drwy'r ysgol ynghyd ag Ysgrythur. Byddai'r gallu i gynnig cynnig Masnachol yn fantais. Mae'r gallu i ddysgu drwy gyfrwng y Gymraeg yn ofynnol mewn ysgol lle mae'r ddarpariaeth ddwyieithog yn cbangu (Graddfa 1).
b) Athro/athrawes i ddysgu GWYDDONIAETH hyd at T.G.A.U. ac i gyfrannu at ddysgu Bywyd eg hyd at Lefel 'A'. Byddai diddordeb mewn Gwyddoniaeth Integredig/Modiwlar a chysylltiadau trawsgwricwlar ym maes Technoleg yn fantais (Graddfa 1).
Ceisiadau trwy lythyr yn rhoi manylion llawn ac enwau a chyfeiriadau dau ganolwr at y Prifathro erbyn 16eg Hydref, 1986.

W. J. PHILLIPS
Director of Education/Cyfarwyddwr Addysg
(04751)

SURREY COUNTY COUNCIL

★ FRINGE AREA LONDON ALLOWANCE £282 p.a. throughout the County.
★ Temporary housing may be available.
★ Generous relocation expenses in approved cases.

HEADSHIPS

WALTON LEIGH SCHOOL
Queens Road, Walton-on-Thames, Surrey, KT12 5AB.
HEADTEACHER required for January 1987 for this Group 4(a) school for pupils aged 2-19 years with severe learning difficulties.
Current N.O.R. 52.
School has an FE Unit for pupils aged 16-18, a Special Care Unit for pupils of all ages with multiple handicaps and a Behaviour Modification Group also for pupils of all ages.
Salary scale £13,773 - £15,207 p.a.
Application form and further details from North-East Area Education Officer, 7 Monument Hill, Weybridge, Surrey, KT13 8RZ.
Closing date 17 October 1986.

FREEMANTLES SCHOOL
Hatton Hill, Windlesham, GU20 6AB
HEADTEACHER required for January 1987 for this Group 3(c) School which caters for 25 severely disturbed children of primary school age some of whom have autistic tendencies.
Salary scale £12,999 - £14,217 p.a.
Application form and further details available from North-West Area Education Office, Lismore, 9 Heathside Road, Woking on receipt of a stamped addressed envelope. Closing date 13th October 1986. No advertisement. Previous applicants will be considered and need not re-apply.
(04741)

Education
Principal Residential Care Officer
R.C.C.O. Grade 7 £11,271-£12,297 p.a.
Required as soon as possible for Hopwell School, Oakbrook, Derbys. DE7 3RW, which is a new school for secondary aged boys with emotional, behavioural and social problems. Applicants (male or female) should have qualifications in social work or special education and wide, recent and relevant experience. The person appointed will have (under the Head Teacher) total responsibility for the care side of the school which will include management of ten Residential Care Officers. A good track record in a management role is essential.
Further details and application forms may be obtained on receipt of a S.A.E. from the Head Teacher, Alan Walker, at the above address. Please quote ref: 145.
An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall, West Bridgford, Nottingham NG2 7QP

SPECIAL EDUCATION

continued

LONDON

SIR WINSTON CHURCHILL SCHOOLS FOR THE DEAF
10/14 Churchfields, South Woodford, London E18 2QZ
Tel: 01-504 3707

Head of Primary Department - Senior Teacher Scale 3 plus Inner London Weighting £726 p.a.)
required January 1987

Applications are invited from enthusiastic and experienced teachers of the deaf to be responsible for the day to day running of the retiring Head the challenging responsibility for the educational management and organisation of the department. Applicants should be communicators and home/school co-operators.

The school has high standards of all-round achievement and provides a caring, stimulating and well-ordered environment for severely and profoundly deaf pupils.

The school is situated in the Epping Forest fringe of the London Borough of Redbridge which has excellent educational provision and amenities. It is conveniently located for London and is within easy reach of the M11 and M25 Motorway links.

Further details from the Principal - Mr. Peary W. Edwards - to whom written applications should be made by Tuesday 31st October enclosing a full c.v. and two references. (32754) 160018

Scale 2 Posts and above

AVON COUNTY

GROUP WORK COUNCELLING SERVICE
Marsden Road, Knowle, Bristol
Required from 1st January, 1987, Group Work Counsellor (Scale) 3/4. An experienced teacher preferably with some advanced qualification in Special Education/Counselling to organise a programme of group activities lasting three hours during non-teaching hours and interviewing, making use of a team of co-workers. Pupils will be emotional and behavioural difficulties are referred to this service from primary and secondary schools in Knowle and South Bristol.

Further details from and letters of application to the Head teacher, Fulford School, Fulford Road, Easton-in-Gordano, Bristol BS20 8RD immediately, giving full c.v. and names and addresses of two referees, enclosing s.a.e.

Avon as an Equal Opportunities employer considers applicants on the basis only of the post, regardless of sex, race, disability or sexual orientation. (32842) 160020

AVON COUNTY

SERVICE FOR SPECIAL EDUCATIONAL NEEDS
Greystoke Avenue, Westbury-on-Trym, Bristol BS10 6AY
Required from 1st January, 1987 a qualified and experienced teacher to take Deputy responsibility for the Partially Hearing Unit at Redcliffe Comprehensive School. Scale 3.

Further details from and letters of application to the Advisory Teacher for Special Educational Needs immediately, giving full c.v. and names and addresses of two referees, enclosing s.a.e.

Avon as an Equal Opportunities employer considers applicants on the basis only of their suitability for the post, regardless of sex, race, disability or sexual orientation. (32852) 160020

BEDFORDSHIRE

EDUCATION SERVICE SPECIAL SCHOOL SUPPORT SERVICE
Visiting Language Team (North Bedfordshire) based at Silver Lane Middle School, Bedford, required for January 1987. Scale 2. Applicants must be prepared to take a leading role in the development of the support service. Experience of working as a member of a multi-disciplinary team is essential. Essential car user's allowance payable. Car loan scheme available.

Application forms and further details from the Chief Education Officer, (ref. SS/5771), Cauldwell Hall, Bedford. Tel: Bedford 228124.

Closing date: 10th October, 1986.

An Equal Opportunities Employer. (33090) 160020

BEDFORDSHIRE

EDUCATION SERVICE SPECIAL SCHOOL SUPPORT SERVICE
Visiting Language Team (North Bedfordshire) based at Silver Lane Middle School, Bedford, required for January 1987. Scale 2. Applicants must be prepared to take a leading role in the development of the support service. Experience of working as a member of a multi-disciplinary team is essential. Essential car user's allowance payable. Car loan scheme available.

Application forms and further details from the Chief Education Officer, (ref. SS/5771), Cauldwell Hall, Bedford. Tel: Bedford 228124.

Closing date: 10th October, 1986.

An Equal Opportunities Employer. (33090) 160020

BEXLEY

LONDON BOROUGH
WOODSIDE SCHOOL
Bexleyheath DA7 6LR
Tel: Crayford 529640
Applications are invited from suitably experienced teachers to join the staff of this all-age school for boys and girls with moderate learning difficulties. Initially the vacancy is with children of lower secondary age. A Scale 2(b) post is available for a suitable candidate willing to take responsibility for Music and/or Audio-Visual aids. Posts to be filled for January 1987.

Closing date for receipt of application Monday 13th October 1986.

Application forms available from the Senior Education Officer for Schools (F.6), Town Hall, Crayford, Kent DA1 4EN (enclosing s.a.e.). (33910) 160020

BERKSHIRE

BURGHCLERE GRANGE SCHOOL
Harts Lane, Burghclere, Newbury, Berks.
Tel: (0635 278 19)
A Scale 2(5) post is available from 1st January 1987 at this Independent Special School (D.E.S. registered) for pupils with emotional and behavioural problems. The school caters for up to 40 boys in a residential setting. Extraneous duties are not required with this post.

For further details apply to the Headmaster from the closing date to be 2 weeks from the appearance of the advertisement. (32871) 160020

BERKSHIRE

TEACHING & SUPPORT SERVICES
(East Berkshire)
YA88 Centre, Maidenhead Teachers Centre,
Reynolds Road West,
Maidenhead
Required January 1987, multilingual teacher Scale 2 for children with learning difficulties to work mainly in Slough, Maidenhead & Windsor.

Applicants are particularly welcome from teachers who have worked with bilingual children with special needs in mainstream or special schools.

Responsibilities include assessment, support and advice to children and schools and liaison with parents and services.

Further details and application forms from the Head of Service (S.A.E. please).

Closing date: 15th October, 1986.

An Equal Opportunity employer. (32985) 160020

BERKSHIRE

EAST SUSSEX
COUNTY SERVICE FOR SENSORY IMPAIRED CHILDREN/AUDIOLOGY
Visiting Teacher (Scale 3) for Visiting Teacher (Scale 3) for Hearing Impaired children in Eastbourne area.

Relocation grants in approved cases.

Application forms and further details (s.a.e. please) from and returnable to the County Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SG by October 17. (32360) 160020

ENFIELD

LONDON BOROUGH OF ENFIELD
LANGBAR E.S.N. SCHOOL
Baker Street,
Enfield
Required as soon as possible, Class Teacher for children aged 11-16 years.

For further details and application forms please contact Headteacher (Tel: 01-363 0000 ext. 2) to whom completed forms should be returned by 17th October. (32713) 160020

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
HEARING IMPAIRED SERVICE WITHIN THE ASSESSMENT AND LEARNING SUPPORT SERVICE
(ALSS)
Ref: EDH/1843
Required for as soon as possible for one year only, a temporary full-time TEACHER (Scale 3) to work in a peripatetic service to meet the needs of hearing impaired children in primary schools. An interest in and/or a further qualification in children special needs would be useful.

Application forms and further details obtainable (on receipt of a foolscap s.a.e.) from the Senior Education Officer, Northgate, Halifax HX1 1UN, to whom completed forms should be returned quoting post reference number by Thursday 16 October, 1986.

The Calderdale area committee is an Equal Opportunities employer and service provider. Applications are invited from men and women and men from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (32853) 160020

CAMBRIDGESHIRE

(Equal Opportunity Employer)

HUNTINGDON AREA

SPRING COMMON SCHOOL
American Lane, Huntingdon, Cambs.

Required for January, experienced teacher to work with teenage S.L.D. pupils developing skills to help with Further Education. Ability to extend mathematical micro computers an advantage.

Possibility of Scale 2 (8) post.

Further details and application forms from the Headteacher (tel: Huntingdon 52222 please). Closing date: 15th October.

Interested colleagues warmly invited to visit. (33639) 160020

CROYDON

THE LONDON BOROUGH OF CROYDON

SIR CYRIL BURT SCHOOL
Monks Orchard Road, Beckenham, Kent BR3 3BZ

Tel: 01-777 8311-2

SENIOR CLASS TEACHER SCALE 3a plus ADA £3,849 p.a.

Tenable 1st January 1987

Senior Teacher for this all age residential and day school for educationally subnormal disturbed children to teach natural subjects to a class of pupils in the 13 year old pupils. Preparation for school leavers and GCSE courses also to be undertaken. Some additional duties during and after school hours. Additional payment £2,849 p.a.

For application forms and further details please contact the Head Teacher.

Closing date is two weeks after the appearance of this advertisement. (33487) 160020

CUMBRIA

COUNTY COUNCIL
WYNDHAM SCHOOL
Egremont, Cumbria CA22 2DQ
mixed comprehensive
comprising about 1,
n.o.r. 1138 including 126 in
Sixth
Required for January 1987 an
ASSISTANT TEACHER
(ECA&C) to work with Wyndham's **SUPPORT CENTRE** which is an established school-based unit concerned with training upon behavioural, emotional and social problems. The Head of Centre and assistant work from a special-ist centre but also give classroom-based support to staff and pupils.

Further details and application forms from the Head at the school (s.a.e. please) to whom they should be returned as soon as possible. (32888) 160020

EAST SUSSEX

COUNTY SERVICE FOR SENSORY IMPAIRED CHILDREN/AUDIOLOGY
Visiting Teacher (Scale 3) for Visiting Teacher (Scale 3) for Hearing Impaired children in Eastbourne area.

Relocation grants in approved cases.

Application forms and further details (s.a.e. please) from and returnable to the County Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SG by October 17. (32360) 160020

ENFIELD

LONDON BOROUGH OF ENFIELD
LANGBAR E.S.N. SCHOOL
Baker Street,
Enfield
Required as soon as possible, Class Teacher for children aged 11-16 years.

For further details and application forms please contact Headteacher (Tel: 01-363 0000 ext. 2) to whom completed forms should be returned by 17th October. (32713) 160020

ESSEX

ST. LUKE'S SCHOOL
Borders Lane, Loughton IG10 1TE
Tel: 01-508 4293
(Roll 97)
HEAD OF LOWER SCHOOL.
Scale 3(8)

Required January, experienced and enthusiastic teacher to take responsibility for the management of lower school and teach a class of pupils with moderate learning difficulties.

Closing date: 17th October, 1986.

Also required:
TEACHER, Scale 1/2(8)

Required January, experienced and enthusiastic teacher to take responsibility for one or more of the following areas:
P.E./Movement Studies, Drama, Art, Nursery/Reception. Closing date: 17th October, 1986.

Details and application forms for both posts from Headteacher (Tonbridge 364311) to whom they should be returned as soon as possible and not later than 30 October 1986.

Outer London Allowance Payable. (32787) 160020

HERTFORDSHIRE

Required January, a versatile energetic sympathetic teacher/organiser to be in charge of a large all-ability school for a small group of children in the schools in the area who are severely maladaptive learning difficulties when faced with transfer from primary to secondary schools. Close liaison with the educational psychologist and departments in the school is essential.

Scale 4 (Inner London Fringe Allowance £282)

Informal enquiries to Miss Randall (Watford 29782) or Mr. Price (01-953 6431).

Application form and further details from the Educational Officer (Admin.), Hertfordshire County Council, Parliament House, St. Albans AL1 5HX (Telephone 0727 53131) to whom completed application forms should be returned by 15th October. (32787) 160020

HILLINGDON

LONDON BOROUGH OF HILLINGDON
THE WILLOWS SCHOOL
Bishopsdale Drive, off Glaucus Road, Hayes UB4 9QB
Headteacher: R.C. Clayton
Required January 1987 an experienced and imaginative teacher for this school for children aged 11 years with emotional and behavioural difficulties. Scale 3(a) post would be available for a suitable applicant.

Applications are invited from teachers with a sound knowledge of primary education to join a community already secure, happy environment which believes in providing a flexible and supportive structured learning situation for children in primary school. An interest in and/or a further qualification in children special needs would be useful.

Application forms and further details obtainable (on receipt of a foolscap s.a.e.) from the Senior Education Officer, Northgate, Halifax HX1 1UN, to whom completed forms should be returned quoting post reference number by Thursday 16 October, 1986.

The Calderdale area committee is an Equal Opportunities employer and service provider. Applications are invited from men and women and men from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (32853) 160020

HUMBERSIDE

COUNTY COUNCIL
HEARING IMPAIRED SERVICE
Teacher of the Hearing Impaired Scale 3 required for WAGBECK PRIMARY SCHOOL, Longhill Estate, Hull

Applications are invited from qualified experienced teachers of the Hearing Impaired for the above post to work with hearing impaired children from 5 to 9 years of age.

Applications are also invited for qualified experienced nursery/primary teachers (not yet qualified as teachers of the deaf) who are interested in obtaining a qualification within 3 years of appointment.

All schools in Hull are being reorganised with effect from September 1987.

For application forms and further details write enclosing s.a.e. to Area Officer for Hearing Impaired Services, Lowfield Lane, Melton, Hull HU14 3HP to whom completed application forms should be returned by 15th October. (32877) 160020

KNOWSLEY

WEBSTER PARK SCHOOL
Malvinella Road, Kirkby, Merseyside L32 8RG
(Boys and girls on roll)
(Recognised as previous applicants considered)
Scale 3(a)

Teacher required for January 1987 to be in all age mixed day, special school for children with emotional and behavioural difficulties.

A vacancy exists for an experienced teacher to take a classroom responsibility and to assist in the development of a child-centred, flexible approach.

Application forms available (s.a.e.) for the above posts from the Acting Borough Education Officer, Huyton Hey Road, Huyton, Merseyside L36 9YF to whom completed forms should be returned by 17th October. (32713) 160020

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SENIOR TEACHER FOR HEARING IMPAIRED CHILDREN
SENIOR TEACHER OF THE DEAF - BASED AT HEARING UNIT (SCALE 3)
A Senior Teacher of the Deaf is required from January 1987 for Kent. The teacher will be responsible for the selection and management and training of staff in the Hearing Unit. The Head of Service will be consulted about the appropriate teacher would be suitable for the post. The successful teacher would be required to visit primary and secondary schools in the area to ensure appropriate placements are made for children with hearing impairments and to give advice on the use of equipment and to ensure that all organisations are informed. A teacher with appropriate qualifications would be appointed on the main scale with a responsibility allowance.

Further details and application forms from Brian Oatley, Education Officer, Room P/43, Education Department, Springfield, Maidstone ME14 2LJ. Tel: 0622 671411 ext. 6741) to whom completed forms should be returned by 17th October.

Interested staff would be welcome to discuss the post with the Head of Service Mr. A.J. White, Tel: 0622 671411, Ext. 6471.

EDUCATIONAL SERVICE FOR HEARING IMPAIRED CHILDREN
Two vacancies exist for Assistant Teachers of the Deaf, Scale 3 + SSA, at Rowland Hill Units in the Secondary School, Old Bowers Lane, Woodford, London E18 and Junior School, Ashford.

Applicants are invited from qualified, experienced teachers of the Deaf, or teachers with experience working with hearing impaired children. Some knowledge of sign language would be an advantage, oral/aural and total communication methods are used and children are taught regularly. Applicants should be willing to participate in the life of the school, particularly in outdoor activities.

Application forms and further details from the Head of Service - Mrs A.K. Duffy, M.Ed. Tel: 01-505 4162 (Woodford, London E18) or Mrs. Jean Bowes, County Education Officer, Springfield, Maidstone, Kent ME14 2LJ. Tel: 0622 671411, Ext. 6509, to whom completed forms should be returned by 17th October. Ref: CSO/P/43 and quoting the relevant vacancy.

SOUTH KENT AREA

GREYSTONES SCHOOL
Hythe Road, Ashford TN24 8QP

3 enthusiastic Teachers required January 1987 to join a professionally motivated staff with a future development of the new Day Special School. Opportunities will be available to offer expertise in the following areas: Mathematics, Science to Standard Grade, Environmental Sciences, Music, Outdoor Pursuits, Creative Arts. Scale 3(a) points available to suitable applicants.

Further information and application forms are available from the Head Teacher (A.A.E. please) Telephone (0233) 24444. Closing date for receipt of completed applications 17th October 1986.

Interviews will be held on 30th October. (33287) 160020

LINCOLNSHIRE

ST. LAWRENCE SCHOOL
Bowl Alley Lane, Hawthorn Road, Bracebridge Heath, Lincoln LN4 2PW
(Children with Moderate Learning Difficulties)
(Group 5)
This school has two vacancies for enthusiastic and experienced teachers, one post commencing Scale 3(a) and the other Scale 2(5).

Interest and experience in one of the following would be an advantage: Craft, Design and Technology, Science, the 14-19 Programme, Social Training, Outdoor Pursuits.

Application to Head for form of details, closing date 17th October, 1986. (33061) 160020

LONDON

6th WINSTON CHURCHILL SCHOOLS FOR THE DEAF
Churchfields, South Woodford, London E18 2QZ
Tel: 01-504 3707
Qualified teachers required for January 1987 for Primary Scale 3 post.

Outer London Allowance payable.

Also required for September 1987 suitably experienced qualified teacher with Nursery age and Primary experience to work with children of Nursery age and Primary age range.

Secondary - Scale 2(5) post. Outer London Allowance payable. Experienced qualified teacher required to teach Maths to CSE level. Further particulars and application form from the Head Teacher. (S.A.E. please) to whom completed applications should be returned by 17th October. (33447) 160020

NORTH YORKSHIRE

LIDGETT GROVE SCHOOL
Middlesbrough
Experienced teacher required January 1987 to be responsible for a small group of pupils in the senior department. Interested applicants should contact Mr. Burnham (0642 [illegible]) for further details.

Application forms may be obtained from the County Education Officer, County Hall, Northallerton DL7 8AD (Tel: 0609 [illegible]) (A.A.E. please) quoting reference number 2/29/86XE. Closing date 10th October, 1986. (33287) 160020

NORTHUMBERLAND

COUNTY EDUCATION AUTHORITY
CHILD AND PSYCHIATRIC UNIT PRUDHOE HOSPITAL
Prudhoe, Northumberland

Required from January 1987 **TEACHER IN CHARGE (SCALE 4)** for the above unit. This is a unit dealing with small groups of children and adolescents in a multi professional clinic. Applicants must be fully qualified teachers.

Removal expenses and lodging allowance maybe payable.

Application forms returned within 21 days and further details forwarded on receipt of s.a.e. to the Director of Education, County Hall, Morpeth, Northumberland NE61 2EF.

In the interests of economy unsuccessful applicants will not receive further notification if you do not receive word within 6 weeks of the closing date. It should be assumed that your application has been unsuccessful. (97859) 160020

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE

SERVICE FOR HEARING IMPAIRED CHILDREN
Roding Lane North, Woodford Bridge, Essex IG8 8NF

Tel: 01-505 4162

Head of Service - Mrs A.K. Duffy, M.Ed.

Required for January 1987 a suitably qualified and experienced Teacher of the Hearing Impaired (Scale 2 plus S.S.A.) to work as support teacher with pre-school children in homes and in our integrated provisions would be welcome from teachers wishing to gain experience in this area.

Outer London Allowance is payable.

Application forms and further details may be obtained from the Head of Service at Roding Primary School, to whom completed forms should be returned by 17th October, 1986. Telephone enquiries will be welcomed and interviews will be held on 30th October. (32645) 160020

SUFFOLK

COUNTY COUNCIL

EDUCATION DEPARTMENT

Required for January 1987 for a newly created post based at **ADVISORY TEACHER** Scale 4 for Visually Impaired Pupils to work in Mainstream Schools in the county. Applicants must hold a recognised qualifications in the teaching of the visually impaired.

Apply immediately by letter with curriculum vitae and the names and addresses of two referees to the Principal Area Education Officer, St Helen Court, County Hall, Sparhawk Street, Ipswich IP4 1JR. s.a.e. please for further details.

(33256) 160020

SURREY

EDUCATION COMMITTEE THE RIDGEWAY SCHOOL
Ridgeway Road, Farnham GU9 8NB
An experienced and enthusiastic teacher - Scale 3 (a) is required for January 1987.

The school caters for approximately 90 children with severe learning difficulties in the age range is 2-19 years. The school is presently working towards a whole team approach and the implementation of a structured curriculum to suit the needs of the pupils, and applicants need to be sympathetic to this philosophy.

Duties in assessment, design of individual programmes and in curriculum development are an essential feature of this post.

Knowledge of the use of behavioural techniques is desirable. It is a demanding and challenging job which requires special qualities and experience.

The appointed teacher will be expected to take responsibility and be willing to teach to any area of the School.

Qualifications in Special Education are essential.

For further details apply to the Headmaster at the school - closing date two weeks from the appearance of this advertisement. (33870) 160020

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
FOXFIELD SCHOOL
Dawstone Drive, Moreton, Wirral
required for 1st JANUARY, 1987.

ASSISTANT TEACHER SCALE 3(5)

Who will be responsible for the organisation of Sawyer School with pupils aged 11-15 years. Experience will have been a class responsibility and will be expected to liaise with the curriculum co-ordinator in Science.

An ability to contribute to the development of Language and Communication Skills would be helpful.

Apply by letter enclosing full curriculum vitae, plus names and addresses of two referees, to the Headteacher at the school by Wednesday 15th October, 1986. Please enclose S.A.E. (97885) 160020

Scale 1 Posts

AVON COUNTY

HIGHWOOD (PURDOWN HOSPITAL) SCHOOL
Beaminster, Bristol BS18 1BG
Required from 1st January, 1987 a suitably qualified teacher for this special school from disturbed adolescents with severe learning difficulties. Scale 1 + S.S.A.

Further details and letters of application to the Headteacher immediately, giving full c.v. and names and addresses of two referees, enclosing s.a.e.

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (32855) 160020

BARNET

LONDON BOROUGH OF BARNET
OAKLODGE SCHOOL
Oak Lodge, East End Road, East Finchley N2
Tel: 01-444 6311
(Roll: 123)
REQUIRED JANUARY 1987 or earlier if possible
Teacher to teach Music throughout the school. Scale 1 + S.S.A.

Required JANUARY 1987
AUTISTIC CENTRE

Two teachers are required for a department catering for language impairment and autistic spectrum disorders. Candidates should have leadership qualities and relevant special needs teaching.

Application forms and further details from the Headteacher's P.A. Miss [illegible]. Closing date: 15th October, 1986.

An Equal Opportunity employer. (32861) 160020

BERKSHIRE

BURGHCLERE GRANGE SCHOOL
Harts Lane, Burghclere, Newbury, Berks.
Tel: (0635 278 19)
A Scale 1 (5) post is available from 1st January 1987 at this Independent Special School (D.E.S. registered) for pupils with emotional and behavioural problems. The school caters for up to 40 boys in a residential setting. Extraneous duties are not required with this post.

For further details apply to the Headmaster at the school - closing date to be 2 weeks from the appearance of this advertisement. (32871) 160020

BERKSHIRE

THE AVENUE SCHOOL
Basingstoke Road, Reading RG2 0HU
Required January, 1987. Senior Teacher. The School has departments for moderate learning difficulties and physical handicap. Candidates should have leadership qualities and relevant special needs teaching.

Application forms and further details from the Headteacher's P.A. Miss [illegible]. Closing date: 15th October, 1986.

An Equal Opportunity employer. (32861) 160020

BROMLEY

FOXLEY INST
Avalon Road, Orpington, Kent BR6 9BD
Tel: Orpington 21905
For January 1987, a teacher to work with a small class of adolescents with behavioural and emotional needs. Prior experience is not essential but you must have the ability to interact successfully with a team committment to children with special needs. An interest in Woodwork/Computer Studies would be an advantage.

Application forms and further details available from the Teacher in Charge (large sae please) to whom completed forms should be returned by 14th October, 1986. (96595) 160022

DERBY

ROYAL SCHOOL FOR THE DEAF
Teacher with Special Needs qualification required to work in Unit School. In-Service training for the qualification offered by the British Association of the Deaf. Experience not necessary.

Scale 1 + SSA.

For details apply, enclosing a self-addressed envelope, to The Principal, Royal School for the Deaf, Ashbourne Road, Derby DE3 3BH. (32470) 160022

DEVON

COUNTY COUNCIL
Please see display advertisement on Page 6A. (32615) 160022

ENFIELD

LONDON BOROUGH OF ENFIELD
SPECIAL EDUCATION - SCALE 1
Required as soon as possible, a teacher to support a hearing-impaired five-year-old girl in a comprehensive school.

Hours: approximately 13 weekly, actual times by agreement.

Application forms and details (large S.A.E.) obtainable from the Education Department, Establishment Section, P.O. Box 50, Civic Centre, Silver St., Enfield, Middx. EN1 3XQ.

An Equal Opportunity employer. (32815) 160022

ENFIELD

LONDON BOROUGH OF ENFIELD
AYRES E.S.D. SCHOOL
Keswick Drive, Enfield EN3 5NY
Roll: 40
required as soon as possible Class Teacher for a Group of children aged 10-18 years. The post will offer a new or experienced teacher valuable insights into working in a therapeutic way with pupils with emotional difficulties.

Possibility of a Scale 2a for a suitable candidate offering P.E. as an appropriate specialisation as an additional qualification. Alternate is a well-established all-age day school for pupils of average and above average ability with emotional difficulties.

London Allowance, £786.

Application forms (large S.A.E.) available from and returnable to the Head Teacher. Closing date: 15th October, 1986.

An equal opportunity employer. (32815) 160022

ENFIELD

LONDON BOROUGH OF ENFIELD
SUPPLY TEACHER
Required immediately, a supply teacher for a hearing impaired child at present in a mainstream class in an ordinary school. For this work you should preferably be a qualified teacher of the hearing impaired but applications are welcome from teachers with experience of working with young children.

Hours at present - 9 hours every morning.

Salary at an hourly rate proportionate to Scale 3 plus Special School Allowance.

Application forms and further information (large S.A.E.) obtainable from the Director of Establishment Section, P.O. Box 54, Civic Centre, Silver Street, Enfield EN1 3XQ.

An equal opportunity employer. (32657) 160022

HAMPSHIRE

BANISTER FIRST SCHOOL
Banister Gardens, Westrow Road, Southampton SO1 2LX
required January Scale 1 plus S.S.A. An experienced qualified teacher of the Hearing Impaired with experience of integration into main school together with co-operative teaching.

S.A.E. to School for full details. (32781) 160022

HAMPSHIRE

SOUTH EAST HANTS AREA
MIDDLE PARK SCHOOL
Middle Park Way, Havant, Hants
Tel: Havant 483775
Headteacher: Mr. D. Pollard
Required January, 1987:

Qualified teacher with ability to offer Art, Music and/or Drama. Scale 1 + SSA.

Qualified assistant teacher. Interest in outdoor pursuits would be helpful. Scale 1 + SSA.

Both of these posts would be suitable for newly qualified teachers.

Closing date: 10th October, 1986.

For further details and application form please send s.a.e. to Headteacher, enclosing curriculum vitae.

Successful candidates will be required to undertake up to 15 hours per week evening duties in the girls house and steps if required.

The post may be residential or non-residential dependent upon individual circumstances.

Further details from the Headteacher at her school.

Possibility of help with temporary housing in appointed cases. (33888) 160022

HAVERING

LONDON BOROUGH OF HAVERING
HAMILTONS HOUSE SCHOOL
Nuvia Crescent, Harold Hill, Romford RM3 9QAR
Tel: Ingrebourne 41800
Headteacher: G.J. Thomas (Roll 100)

RESIDENTIAL CARE UNIT - 2 TEACHING POSTS
Required for January 1987, 2 teaching posts (Scale 1(5)) to work with a multiply-handicapped children in the Special Care Unit of this age day school for children with severe learning difficulties. The Special Care Unit is open for approximately fifty weeks of the year, with a staff taking some of their holidays in turn.

Ravensbourne is a lively and attractive school, conveniently situated on the eastern side of the Borough, with easy access to the A.12 and to the centre of Romford by public transport. It is very well equipped, has its own Hydro-therapy pool and is magnificently supported by parents and the local community.

Informal visits to the school by prospective applicants are welcome. Further information is available from the Headteacher.

Application forms are available (s.a.e. please) from the Director of Education Services (Ref: SS/PS/1987), Mercury House, Mercury Gdns., Romford RM1 3SQL.

Closing Date: 17th October 1986. (32580) 160022

HILLINGDON

LONDON BOROUGH OF HILLINGDON
THE WILLOWS SCHOOL
Bishopsdale Drive, off Glaucus Road, Hayes UB4 9QB
Headteacher: R.C. Clayton
An enthusiastic and imaginative teacher is required for January 1987, for this school for children aged 5-11 years with emotional and behavioural difficulties.

The person appointed would work in a team teaching situation in a class which caters for younger pupils. Applicants should be of a caring, sympathetic and sound knowledge of early child development. This post will provide the opportunity for a graduate teacher to gain experience and knowledge of working with pupils who have special educational needs.

Scale 2 (5) for Curriculum Responsibility for Science.

Application forms and further details (large S.A.E.) obtainable from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 20 October 1986.

Outer London Allowance Payable. (32785) 160022

HILLINGDON

LONDON BOROUGH OF HILLINGDON
THE WILLOWS SCHOOL
Bishopsdale Drive, off Glaucus Road, Hayes UB4 9QB
Headteacher: R.C. Clayton
An enthusiastic and imaginative teacher is required for January 1987, for this school for children aged 5-11 years with emotional and behavioural difficulties.

The person appointed would work in a team teaching situation in a class which caters for younger pupils. Applicants should be of a caring, sympathetic and sound knowledge of early child development. This post will provide the opportunity for a graduate teacher to gain experience and knowledge of working with pupils who have special educational needs.

Scale 2 (5) for Curriculum Responsibility for Science.

Application forms and further details (large S.A.E.) obtainable from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 20 October 1986.

Outer London Allowance payable. (32785) 160022

HILLINGDON

LONDON BOROUGH OF HILLINGDON
EDUCATION COMMITTEE MEETON IS AN EQUAL OPPORTUNITIES EMPLOYER
CANTERBURY PRIMARY SCHOOL
Canterbury Road, Morden, Surrey SM4 6PU
Head Teacher Mrs Langley
Tel: 01-648 1838
Teacher in Charge Mrs M. Donovan
Age Range of LDU: 3½-9 years
No: on roll: 21 places
Assistant Teacher Scale 1+ SSA required from 1st January, 1987 to join interdisciplinary team working with speech and language disordered children and have responsibility for own class age range 5-9 years.

CLOSING DATE: A.S.A.P.

Further details of the post are available from the Teacher in Charge at the above address.

Application forms can be obtained from the Education Department, London Borough of Merton, Crown House, London Road, Morden, Surrey SM4 5DX. Please enclose a stamped addressed envelope. (32655) 160022

LANCASTER

BEAUMONT COLLEGE
Slyne Road, Lancaster LA2 6AP

Lecturer 1: £6,843 - £11,685 p.a.

(Burnham F.E. Regulations)

LECTURER IN LIFE SKILLS to join a team of staff working with physically disabled students (16-19) on an exciting programme of Independence and Life Skills. It is likely that you will be a qualified teacher with experience of disabled young people and interests in communication skills, language development and computer assisted learning.

Starting date: January 1st 1987 (earlier if possible).

Application forms and further details from Secretary to the Principal at the above address. Tel: 0524 64919/63544. (32880) 160022

LEICESTERSHIRE

COUNTY COUNCIL

An Equal Opportunity Employer

LONG CLOSE SPECIAL SCHOOL
Hamelin Road, Leicester LE5 1JP

SCALE 1 + SSA

Required January, teacher required to take a class of first year secondary pupils at this school for pupils with moderate learning difficulties. Primarily the teacher will be involved in the teaching of general subjects, but the ability to offer any of the following would be an additional advantage: Geography, Girls PE, Library. Experience in a special school essential.

Please contact the Headteacher for further details and application forms (S.A.E.). (33017) 160022

LEICESTERSHIRE

COUNTY COUNCIL

An Equal Opportunity Employer

LONG CLOSE SPECIAL SCHOOL
Hamelin Road, Leicester LE5 1JP

SCALE 1 + SSA

Required January, teacher required to take a class of first year secondary pupils at this school for pupils with moderate learning difficulties. Primarily the teacher will be involved in the teaching of general subjects, but the ability to offer any of the following would be an additional advantage: Geography, Girls PE, Library. Experience in a special school essential.

Please contact the Headteacher for further details and application forms (S.A.E.). (33017) 160022

LONDON

NATIONAL AUTISTIC SOCIETY
THE ELGAR SCHOOL
67 Elgar Avenue, Tolworth KT5 9JX
67 Florence Road, Ealing, W5 3TX
Required for January 1987 enthusiastic and dedicated teacher to be responsible for the continued development of Science teaching at the centre. The successful candidate would also be responsible for teaching basic subjects to a small group of pupils with moderate learning difficulties. A flexible approach to teaching and a willingness to work as a member of a team are essential. Experience of work in the field would be an advantage.

Scale 1 + SSA.

Application forms and further details from the Head-teacher by telephone (01-567 0293) or by letter. Closing date: 17th October, 1986. (33051) 160020

LONDON

NATIONAL AUTISTIC SOCIETY
THE ELGAR SCHOOL
67 Elgar Avenue, Tolworth KT5 9JX
67 Florence Road, Ealing, W5 3TX
Required for January 1987 Teacher in Life Skills Department, of the boarding and day all age school.

Scale 1 post possibility of Scale 2.

Class group of 6/7 15-19 year olds.

Candidates should have experience of relevant practices and planning of individual programmes of this age group. They will also be part of a team working in the curriculum development within this department and should have the ability to work closely with other disciplines.

Contact the Principal to arrange informal visit and for application forms (A4 S.A.E.). (33051) 160022

LONDON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
ST. ANN'S (ELM) SCHOOL
Bordesley Road, Morden, Surrey SM4 5DX
Tel: 01-648 9737
Head Teacher: Mrs Jane B. Barrie, M.A.
Age Range: 5-19 years
No: on Roll: 80
A Class Teacher is required for this school for children with severe learning difficulties.

CLOSING DATE: A.S.A.P.

Application forms and further particulars are available from the Head Teacher at the above address.

Please enclose a stamped addressed envelope. (32653) 160022

LONDON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
CANTERBURY PRIMARY SCHOOL
Canterbury Road, Morden, Surrey SM4 5PU
Head Teacher Mrs Langley
Tel: 01-648 1838
Teacher in Charge Mrs M. Donovan
Age Range of LDU: 3½-9 years
No: on roll: 21 places
Assistant Teacher Scale 1+ SSA required from 1st January, 1987 to join interdisciplinary team working with speech and language disordered children and have responsibility for own class age range 5-9 years.

CLOSING DATE: A.S.A.P.

Further details of the post are available from the Teacher in Charge at the above address.

Application forms can be obtained from the Education Department, London Borough of Merton, Crown House, London Road, Morden, Surrey SM4 5DX. Please enclose a stamped addressed envelope. (32655) 160022

LONDON

NATIONAL AUTISTIC SOCIETY
THE ELGAR SCHOOL
67 Elgar Avenue, Tolworth KT5 9JX
67 Florence Road, Ealing, W5 3TX
Required for January 1987 Teacher in Life Skills Department, of the boarding and day all age school.

Scale 1 post possibility of Scale 2.

Class group of 6/7 15-19 year olds.

Candidates should have experience of relevant practices and planning of individual programmes of this age group. They will also be part of a team working in the curriculum development within this department and should have the ability to work closely with other disciplines.

Contact the Principal to arrange informal visit and for application forms (A4 S.A.E.). (33051) 160022

LONDON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
LANGUAGE DEVELOPMENT UNIT
CANTERBURY PRIMARY SCHOOL
Canterbury Road, Morden, Surrey SM4 5PU
Head Teacher Mrs Langley
Tel: 01-648 1838
Teacher in Charge Mrs M. Donovan
Age Range of LDU: 3½-9 years
No: on roll: 21 places
Assistant Teacher Scale 1+ SSA required from 1st January, 1987 to join interdisciplinary team working with speech and language disordered children and have responsibility for own class age range 5-9 years.

CLOSING DATE: A.S.A.P.

Further details of the post are available from the Teacher in Charge at the above address.

Application forms can be obtained from the Education Department, London Borough of Merton, Crown House, London Road, Morden, Surrey SM4 5DX. Please enclose a stamped addressed envelope. (32655) 160022

LONDON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
LANGUAGE DEVELOPMENT UNIT
CANTERBURY PRIMARY SCHOOL
Canterbury Road, Morden, Surrey SM4 5PU
Head Teacher Mrs Langley
Tel: 01-648 1838
Teacher in Charge Mrs M. Donovan
Age Range of LDU: 3½-9 years
No: on roll: 21 places
Assistant Teacher Scale 1+ SSA

SPECIAL EDUCATION
continued

NORTH YORKSHIRE

Required for January 1987

THE WHITE HORSE SCHOOL
Clayshaw Hospital, Eastlewold

TWO TEACHERS to work with groups of multifmly an profoundly handicapped children and to develop outreach work with such children in other schools and with parents.

Salary: Burnham Scale 1 (+ SSA) - Scale 2(S) for suitably qualified and experienced persons(s).

THE DALES SCHOOL
Morton on Swale

ENTHUSIASTIC NURSERY TEACHER for children with severe learning difficulties.

Salary: Burnham Scale 1 (+ SSA).

Application forms for all posts (sae) from the County Education Officer, Room 508, County Hall, Northallerton, North Yorkshire DL7 8AE. Closing date 15th October 1986. (S2118) 160022

NOTTINGHAMSHIRE

SUTHERLAND HOUSE SCHOOL FOR AUTISTIC CHILDREN
Teacher Scale 3(c) required for January 1987.

Due to last phase of expansion we require a Teacher to work at this well resourced school for autistic children of nursery/primary age. Teacher will join small group (staff: child ratio 1:3) with heavy emphasis on individual work. An interest in working with young pre-verbal children would be an advantage.

Applicant should be committed to close involvement of parents and have flexible, relaxed personality. Genuine enthusiasm and commitment essential.

Apply in writing (no forms) enclosing S.A.E. and names of two referees to: Phil Christy (Principal), Sutherland House School, Sutherland Road, Nottingham NG3 7AF. (32280) 160022

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM

EDUCATION COMMITTEE

GORSE BANK SCHOOL
Foxdenton Lane, Chadderton, Oldham OL9 9QR

TEACHER - Scale 1(S)

Required for January 1987 or earlier if possible for this school for children with severe learning difficulties.

The successful candidate will be required to work in the Nursery/Infant Unit. Special educational experience/training preferred although applications are also invited from suitably qualified Nursery Teachers.

Application forms (sae) from the Head at the School returnable to her by 17th October 1986.

An Equal Opportunity Employer. (38933) 160022

OXFORDSHIRE

Full time and part time teachers required for general subjects by non maintained residential school for boys with special educational needs - emotional and behavioural difficulties.

Full details may be obtained from the Principal, Swalcliffe Park School Trust, Swalcliffe, nr Banbury, Oxon OX15 5EP. (96214) 160022

SOMERSET

COUNTY COUNCIL
BRIDGWATER COLLEGE
Bridgwater
(TERTIARY COLLEGE)
LECTURER GRADE I in Number, Communication, Social and Living Skills to Students with Moderate Learning Difficulties.

(For further details please see under Further Education Section). (38803) 160022

SURREY

TADWORTH COURT TRUST
A teacher is immediately required at St. Margaret's School at Tadworth Court.

This is a residential school for severely multi-handicapped children offering education and care for 48 weeks per year. Applicants must be committed to an interdisciplinary approach to the structuring of individual and group learning programmes and to the development of active parental and community participation.

Please send letter of application and c.v. by 17th October 1986 to: Barry Nasanil, Chief Executive, Tadworth Court Trust, Tadworth, Surrey KT20 5RU. (33927) 160022

SUTTON

LONDON BOROUGH OF SUTTON
WANDLE VALLEY SCHOOL
Welbeck Road, Carshalton, Surrey
Headteacher: Mr G. Hiscox, B.A., D.M.S.
TEACHERS - SCALE 1 (+ S.S.A.)
PART TIME OR FULL TIME - JANUARY 1987 OR A.S.A.P.

This new day school for pupils with emotional, social and behavioural problems opened in September 1986. It has facilities for 80 pupils aged 7-16. Part time vacancies exist in the following curriculum areas and applications from suitably experienced and qualified teachers offering any of these subjects are now invited.

i. Home Economics
ii. Child Care
iii. Art and Design including pottery
iv. Craft Design and Technology
v. English
vi. Remedial Reading.

Applications for full time appointments for candidates offering a combination of subjects welcomed.

Excellent specialist facilities have been provided in the school and full technician and central support is available.

Short listed candidates will be expected to visit the school prior to interview and all applicants are welcome to phone the Headteacher on 01-648 1363. (S2248) 160022

WARWICKSHIRE

LEYLAND SPECIAL SCHOOL
Leyland Road, Nuneaton CV11 4RF

Teacher required for January 1987 in this all age special school for pupils with severe learning difficulties. A special interest in pupils with profound mental and physical handicaps and/or specialist knowledge in Music, Computing or Art and Craft would be an advantage. There is a possibility of a Scale 3(S) post for a suitable candidate.

For application form and job description (telephone the Head, Mr. C. Lakey (Tel: Nuneaton 385313). Closing date 15th October.

Warwickshire is an equal opportunities employer. (32921) 160022

WILTSHIRE

WILTSHIRE SPECIAL SCHOOLS

DOWNLAND SCHOOL
Devizes SN10 5EF

Residential School for boys aged 8-13 years with emotional and behavioural problems

Required for January 1987 a Scale 1(S) teacher to take General Science throughout the school, with one or two additional subjects. All teachers take part in the extramural duties programme working an average of 15 hours per week.

Written letter of application, stating age, giving particulars of education, training and experience and also the names and addresses of two referees to be sent to the Head Teacher by 13th October, 1986. (S6619) 160022

WILTSHIRE

COTSWOLD COMMUNITY
(Wiltshire Social Services)

EDUCATIONAL THERAPIST
(Salary £10,000 - £13,000 p.a.)

This is a well established therapeutic community providing long-term care, treatment and education for 40 severely disturbed girls, in the age range 10-19. We need a qualified teacher to join our education team.

The education area practices child-centred learning. The task is to overcome the emotional barriers to learning, working from the inner world of the child. Applicants need to demonstrate a willingness to become involved in the lives of young people in a meaningful way and be prepared to work long hours.

Staff live on the campus. There is a wide range of accommodation for tenants of the highest calibre provide excellent staff support.

Please write, describing yourself, to John Whitwell, Principal, Cotswold Community, Ashton Keynes, Wilts, SN6 6QU. A full description of our work will be provided. (S3145) 160022

Independent Schools

Headships

LONDON W4

CORONA ACADEMY
Hammersmith
Equivalent
HEAD TEACHER (P/T)
(Salary £9,810 pro rata)

Applications are invited for this post at one of the country's most established private school offering a high standard of academic training coupled with theatrical training.

Application forms and further information for the above posts may be obtained from Mr. B. Plunkett, Corona Academy, 96 Wellesley Rd., London W4 4BW.

Closing date for applications 24th October, 1986. (33809) 160010

MANCHESTER

BRIDGEWATER SCHOOL

APPOINTMENT OF HEAD

The Governors of Bridgewater School invite applications for the Headship.

Bridgewater School caters for children aged 3-16 years.

Particulars of the post and application forms may be obtained from the Secretary to the Governors, Bridgewater School, Dry-wood Hall, Worsley Road, Worsley, Manchester, M28 2WA. (11384) 160010

By Subject Classification

Art and Design

Heads of Department

BRISTOL

COLSTON'S GIRLS' SCHOOL
Bristol
Required January 1987, Graduate to head a large and flourishing department and to teach Art throughout a school of approx. 550 girls aged 10-18 years.

Applications with Curriculum Vitae and the names and addresses of two referees to the Head Mistress, Colston's Girls' School, Cheltenham Road, Bristol BS6 5RD. (32704) 181216

ST FELIX SCHOOL, SOUTHWOLD

Head

The Governors invite applications for this post which will become vacant on the retirement of Mrs Anne Mustoe. The successful applicant will take up the appointment in April or September 1987.

St Felix is an Independent Boarding and Day School. There are 360 girls in the Senior School of whom 315 are boarders and over 100 are in the Sixth Form. The Preparatory School, St George's, is adjacent.

The School is non-denominational. It has a strong academic tradition and great importance is attached to career development and extra-curricular activities.

A car and an attractive house is provided.

Please apply for further details to the Chairman of the Governors 36 Morpeth Mansions Morpeth Terrace London SW1P 1ET Tel. 01-828 9691.

The closing date for applications will be 3 November. (8402)

BOX HILL SCHOOL

APPOINTMENT OF HEAD

The Governors invite applications for the Headship of this independent mixed boarding and day school for 265 pupils aged 11-18 when the present Head retires in August 1987 after 20 years of distinguished service.

Application forms and particulars may be obtained from

The Bursar and Clerk to the Governors,
Box Hill School,
Mickleham, Surrey RH5 6EA.

Completed application forms should reach him by 29th October 1986 at the latest. (8404)

WAKEFIELD GIRLS' HIGH SCHOOL

APPOINTMENT OF HEAD

Applications are invited for the appointment of Head commencing 1st September 1987.

The post becomes vacant upon the retirement of Miss Y J Hand.

The School is an Independent Day School of 860 pupils including a Junior School of 170 aged 4-11 years.

At present 30 places a year are awarded under the Assisted Places Scheme.

Further particulars are available from:-

The Clerk to the Governors
Governors' Office, PO Box 25
11 Market Street
Wakefield
West Yorkshire, WF1 1DD

Closing date for applications 24th October 1986. (8401)

INDEPENDENT EDUCATION
continued

Other Assistants

OXFORDSHIRE

RADLEY COLLEGE

Require, in September 1987, a good graduate as Boy-2 in their Art Department to have special responsibility for drawing and painting, to contribute to print-making and to teach History of Art in the Sixth Form.

Applications, with full c.v., names, addresses and telephone numbers of two referees to the Headmaster, Radley College, Abingdon, Oxfordshire OX14 2HR, from whom further details may be obtained. (S5480) 181924

SURREY

DUKE OF KENT SCHOOL
Surrey
Required for January (or April) 1987 a fully qualified and enthusiastic teacher to take full responsibility for the Senior Throughout this co-educational A.S.B. boarding school of 170 pupils. A willingness to be involved in the extra mural activities and to participate fully in the boarding life of the School is essential. Craft and pottery skills are a added recommendation.

Salary on Burnham Scale 1 plus Outer London Fringe Allowance plus Government superannuation, accommodation provided.

Applications together with the names, addresses and telephone numbers of two referees to the Headmaster, Duke of Kent School, Ewhurst, Cranleigh, Surrey GU6 7NS. Further details may be obtained on request. (96303) 181224

BERKSHIRE

S. GABRIEL'S SCHOOL
Sandleford Priory
Newbury RG15 9BH

GSA GBGSA 150 pupils
Senior School (11-16)

Required for January, 1987. Part-time teacher of Classical Studies to teach throughout Senior School to G level. A full-time appointment if Religious Studies can also be offered.

For details apply to Headmistress. (32092) 181624

Computer Studies

Heads of Department

NETHERLANDS

The British School in the Netherlands has seen main display advertisement under overseas appointments.

Other Assistants

LONDON N11

FRIERN BARNET GRAMMAR SCHOOL
Friern Barnet Road, London N11 3DR

Tel: 01-368 3777

Wanted for January 1987 a teacher of COMPUTER SCIENCE and PHYSICS at the 11-16 boys' independent school (950 on roll).

A generous salary on Scale 3 is available for a young graduate with successful teaching experience in another school. Alternatively a Scale 2 post might be offered to a recently trained new entrant to the profession who can demonstrate a successful teaching practice record while still at college.

Further details from the School Secretary.

Letters of application to the Headmaster: closing date October 7. (15076) 182024

READING

THE ABBEY SCHOOL
Reading

INDEPENDENT

Required for January, 1987 GRADUATE to teach

COMPUTER STUDIES

in an expanding department. The person appointed may be expected to assist in teaching at all levels of the senior school. The school is well-equipped with a mini-computer serving eighteen terminals and several microcomputers. Ten BBC microcomputers have been installed with an Econet network. In addition to computing courses, computer control systems in an engineering studies are being developed.

Scale post according to the candidate's qualifications and experience.

Apply with curriculum vitae to the Headmistress, The Abbey School, Kendrick Road, Reading RG1 5DZ. (32051) 182024

Classics

Other Assistants

BERKSHIRE

SUNNINGDALE PARK SCHOOL
Sunningdale, Berkshire SL5 0PE

Required for January 1987 a graduate teacher of Classics to teach throughout the school. Extra curricular help with girls' boarding and/or boys' or girls' games would be a strong recommendation. Closing date for applications: October 15th.

The post is available from January 1987 but it may be possible to start later in the year.

Details of the post and application form from The Headmaster, Chimneys, College Road, Sunningdale, Berkshire SL5 0PE. Tel: 0990 21411. (97050) 182424

Craft, Design & Technology

Other Assistants

EAST SUSSEX

ST. BEDE'S SCHOOL
The Dicker, Nr. Hailsham

A rapidly expanding vibrant co-educational school (entry at 13+) will require from January 1987 a teacher to C.S.E. 1 level and 'A' level not only to maintain existing courses but to build upon the versatile and increasingly successful and popular department. The opening should suit an ambitious young teacher who wishes to have responsibility and make his mark quickly or an experienced person keen to take the lead in this sphere.

Applicants should be in sympathy with the aims and opportunities presented by a predominantly boarding school with an exceptionally wide range of extra curricular programme.

The post could be resident-tial if required.

Please apply in writing, with full c.v. giving the names, addresses and telephone numbers of two referees, to The Headmaster. (32948) 182124

LONDON

BUTE MILLER COLLEGE
34 Queensgate, London SW7 5JR

Tel: 01-225 0577

Required immediately well-qualified part-time teacher of Technical Drawing to 'O' and Chemistry to 'O' and 'A'.

Please apply with C.V. and names of 2 referees to the Principal. (33141) 182124

MIDDLESEX

HEATHFIELD SCHOOL
Beaulieu Drive, Pinner HA5 1NE
Required for January 1987, qualified teacher of Needlework to C.S.E. and A/level. Salary Burnham Scale 2 plus Outer London Allowance.

Apply in writing to the Headmistress enclosing a c.v. and names of two referees. (96119) 182124

NOTTINGHAMSHIRE

TRENT COLLEGE
Long Eaton, Nottingham
(HMC, 390 pupils aged 11 to 18 of whom 380 are boarders. 310 in conductorate) VI Form)

Required for January 1987 an enthusiastic, committed graduate to teach Design in a highly successful Art/Design/Technology Department, which has won several national engineering and design awards recently. The successful applicant will teach Design throughout the school to A level. The department moved to purpose-built premises in 1985. Willingness to contribute to extra curricular Design studies and other activities also important. Burnham plus.

Application forms and names of two referees to Headmaster. (96313) 182124

ROME

Attractive CDT post.
Please see Overseas Section. (32865) 182124

Craft, Design & Technology

Other Assistants

LONDON

MECHINAH SCHOOL
94 Lewis Road, London N15
Requires an English Teacher as from 1st January 1987. Scales D/5/4 possible.

Interested applicants should send curriculum vitae to the Head Teacher. (96397) 182424

Economics & Business Studies

Other Assistants

BIRMINGHAM

KING EDWARD'S SCHOOL
Birmingham
Required for January 1987 a graduate to teach ECONOMICS part time for two terms. The post may be extended. Teaching is exclusively at A level standard.

The school is an independent HMC School for boys 11-18 in an attractive setting. Own salary scale, above Burnham.

Applications, which should include curriculum vitae and the names and addresses of two referees, should be made to the Chief Master, King Edward's School, Edgbaston Park Road, Birmingham B15 2UA. (32458) 182254

English

Heads of Department

WEST SUSSEX

ST MICHAEL'S BURTON PARK
Petworth, West Sussex
(A Woodard Corporation girls' school)

Required for January 1987 Head of English Department for this girls' school of 220 pupils. English is a popular subject at Advanced Level. The applicant would be expected to take an interest in the production of the school play and school magazine. Burnham Scale 3 or equivalent.

Apply in writing to the Lady Warden, St. Michaels Burton Park, Petworth, West Sussex GU28 0LS giving names and addresses of three referees. (95456) 182418

Other Assistants

BERKSHIRE

A BOYS' SCHOOL
Requires an English Teacher to C and H Grade woman for December or January. House: Highland Setting) outdoor activities.

Apply giving c.v. and references to Headmaster. (96570) 182624

Geography

Other Assistants

DEVON

Required in January, 1987, a qualified teacher to take Geography up to Common Entrance level and also to take charge of girls' P.E. & Games.

Applications in writing (no forms needed) together with a s.a.e. to The Headmaster, Manor House School, Honiton, Devon EX14 8TG, by Saturday 11th October, 1986. (96363) 182624

INVERNESS-SHIRE

Requires from January 1987 a graduate to teach Geography to O and H Grade woman for December or January. House: Highland Setting) outdoor activities.

Apply giving c.v. and references to Headmaster. (96570) 182624

Other Assistants

BROMLEY

HOLY TRINITY CONVENT
91 Plaistow Lane, Bromley, Kent BR1 3LL
Tel: 01-460 7112

Required for January 1987, a well qualified English Teacher to 'O' level and G.C.S.E. Ability to teach Latin and Classical Civilization at least one year an advantage.

Applications to the Headmistress with C.V. and names of two referees. Burnham Scale and London Allowance. (96163) 182424

HAMPSHIRE

CHURCHER'S COLLEGE
Petersfield
HMC Day & Boarding School for Boys (11-18) and Sixth Form Girls

An English graduate is required to join a Department of three full-time and one part-time English specialists teaching throughout the school. Extra curricular help with girls' boarding and/or boys' or girls' games would be a strong recommendation. Closing date for applications: October 15th.

The post is available from January 1987 but it may be possible to start later in the year.

Details of the post and application form from The Headmaster, Churcher's College, Petersfield, Hampshire GU31 4AS. (97050) 182424

LONDON

MECHINAH SCHOOL
94 Lewis Road, London N15
Requires an English Teacher as from 1st January 1987. Scales D/5/4 possible.

Interested applicants should send curriculum vitae to the Head Teacher. (96397) 182424

OXFORDSHIRE

RYE ST ANTONY SCHOOL
(Independent Roman Catholic Boarding/Day School for girls aged 8-18)

Required for January, a graduate to teach English throughout the Senior School to O Level (future possibility of A Level). Salary Burnham Scale 2.

Apply in writing with c.v. and names and addresses of two referees to The Headmistress, Rye St Antony School, Pullen's Lane, Headington Hill, Oxford OX3 0BY.

Closing date for applications 17th October. (32762) 182424

ORKNEY ISLANDS COUNCIL

Education Department
RE-ADVERTISEMENT

POST OF TEACHER OF ENGLISH/FRENCH

STROMNESS ACADEMY

Applications are invited from suitably qualified teachers for the above post. Applicants must be registered with the General Teaching Council for Scotland.

Stromness Academy is a six year comprehensive school with a roll of approximately 440 pupils.

The salary is in accordance with the Scottish Teachers Salaries Memorandum plus an island allowance of £537 per annum.

Further details and application forms (to be returned not later than Monday 13 October 1986) may be obtained from the Director of Education & Recreation Services, Council Offices, Kirkwall, Orkney.. (02483)

SCOTTISH VOCATIONAL EDUCATION COUNCIL

Part-time Subject Assessors for The National Certificate

The Council wishes to appoint additional part-time Subject Assessors for Session 1986/87.

Subject Assessors are required to visit centres offering National Certificate modules to disseminate information on national standards and to ensure that these standards are being applied. Training will be provided.

Subject Assessors are employed by the Council for a period of approximately 10 days per academic session. Secondment will be requested where necessary.

Applications are invited from teachers, lecturers and those working in industry and commerce.

Further details of the Cognate groups for which Subject Assessors are required and an Application Form may be obtained by writing to: The National Certificate Unit, SCOTVEC, 38 Queen Street, GLASGOW G1 3DY.

Application Forms should be returned by 24 October 1986. (S6466)

BUCKSWOOD GRANGE
INDEPENDENT CO-EDUCATIONAL SCHOOL

HEAD

Applications are invited for the above position, to succeed the late Mrs Sheila Grattidge. The post, to be taken up in April 1987 or before, offers an exciting opportunity to share in the growth of a young and vigorous school.

Bucks wood Grange is co-educational, day and boarding for up to 16 year olds.

Further details and an application form may be obtained from The Secretary, Bucks wood Grange, Uckfield, E.Sussex.

KING'S SCHOOL, BRUTON

DEPUTY HEAD

Applications are invited for the post of Deputy Head at King's School, Bruton for September 1st, 1987.

The school is an H.M.C. boys' boarding school with Sixth Form girls. Details can be obtained from the Headmaster, King's School, Bruton, Somerset, BA10 0ED. 0749 813326. Applications, by October 17th, should give a full curriculum vitae and names, addresses and telephone numbers of 3 referees. (8406)

THE KING'S SCHOOL, TYNEMOUTH
(A School of the Woodard Corporation founded 1860)

HEAD

The Northern Chapter of the Woodard Corporation invites applications from well experienced graduates who are practising communicants of the Church of England, for the above post from April or September 1987.

The School is an Independent Senior Day School for 900 boys incorporating a Junior School and Kindergarten. Girls are admitted to the Sixth Form. A house attached to the School is provided.

Full details of the School and form of application are available from the undersigned, to whom completed applications should be forwarded, together with a curriculum vitae and the names of three referees, before 17th October 1986.

1 Prudhoe Terrace, Tynemouth, North Tyneside, NE30 4EZ.
L. Knox, Divisional Bursar, Telephone 091-257 8786 (8244)

Wells Cathedral School
Wells, Somerset BA5 2ST
HMC GBA
Co-educational Boarding and Day

DEPUTY HEAD

On the appointment of the present Deputy to a Headship, this post will become vacant in September 1987.

For further details and an application form, please write to John Baxter, Head Master, Wells Cathedral School. Closing date for completed applications: 31st October. (8226)

ST. BRANDON'S SCHOOL, CLEVEDON, AVON

380 girls; 145 boarders; 235 day girls.

Applications are invited for the appointment of

DEPUTY HEAD

at this Independent Girls' School to take effect on 1st January, 1987.

The post combines administration with some teaching and the person appointed will be required to be resident at the school in accommodation which, together with full board, is provided free of charge throughout the school term.

Salary will be paid in accordance with the present Burnham Deputy Headteacher's Scale for a Group 10 School.

Applications, in writing, with full curriculum vitae, and the names and addresses of three referees, should be sent to:

The Headmaster, St. Brandon's School, Clevedon, Avon, BS21 7SD.

Closing date for applications: Friday, 17th October, 1986. (8301)

BERKSHIRE

ETON COLLEGE

In January 1987 there will be a temporary post, for two terms, for a graduate teacher of CLASSICS.

Eton salary scale.

Accommodation provided.

Applications, including *curriculum vitae*, names, addresses and telephone numbers of two referees, to

The Head Master, Eton College, Windsor, Berkshire, SL4 6DW, from whom further details can be obtained. (02445)

Appointments in Scotland

INDEPENDENT EDUCATION
continued

LONDON SE6
BLACKHEATH HIGH SCHOOL GIRLS' DAY

DEPARTMENT OF GEOGRAPHY

Required for January 1987

Lively department requires enthusiastic part-time teacher (3/5 x 4 days per week). Burnham Scale plus inner London allowance.

Applications in writing, together with cv and names of two referees to: Miss Hemingway, Blackheath High School, Wemyss Road, London SE3 0TF. (96578) 182624

WESTGATE
THE BENEDICTINE COLLEGE AT Westgate
Has a vacancy for a resident teacher of Geography to 'O' level.

Apply with testimonials to the Rev. Headmaster, St. Augustine's College, Westgate, Kent CT8 8NL. (96904) 182624

History

Other Assistants

LONDON NW3
Part-time (.5) teacher of History to O Level required for January 1987. Small, friendly girls' school.

Letter and CV to: Headmistress, St. Margaret's School, 18 Kidderpore Gardens, London NW3. (32378) 182824

STAFFORDSHIRE
COTTON COLLEGE
Oakamoor, N. Staffs. ST10 3DP
R.C. Independent Co-educational School founded 1763
TEACHER OF HISTORY
Required for January a teacher or history to teach the subject to 'O' level, GCSE, and 'A' level. A willingness to take a full part in the life of a boarding school in its essential and sporting and extra-curricular skills would be a distinct advantage. The salary will be on a Burnham scale at the appropriate point depending on experience.

Letters of application together with C.V. and the names of two referees should be sent to: The Headmaster, Cotton College, Oakamoor, N. Staffs. ST10 3DP. (32758) 182824

WORCESTERSHIRE
BEACHGROVE SCHOOL
Co-educational Boarding and Day. 700 pupils. 160 acres attractive grounds. Excellent facilities
HISTORY TEACHER
Required for January, 1987 to teach 'O' and 'A' Level. The post may be tamporary for two terms or permanent.

Ability to help with extra-curricular activities (including cultural pursuits and games) would be an advantage. Married or single accommodation available. (32440) 182824

WORCESTERSHIRE
WELLS HOUSE SCHOOL
Malvern Wells, Worcestershire WR14 4LH
This I.A.P.S. Co-educational boarding school of over 100 pupils requires for January 1987 a full-time, residential teacher of HISTORY and GEOGRAPHY

The successful applicant will be expected to take a full part in the life of the school, and will be responsible for the teaching of history and geography up to Common Entrance and Scholarship Examination levels.

Remuneration will be Burnham Scale with Government Superannuation, and accommodation will be provided free of charge.

Applications from suitably qualified candidates should be made in writing to the Headmaster, enclosing the usual references and c.v. (32919) 182824

Mathematics

Other Assistants

DORSET
ST. ANTONY'S-LEWESTON SCHOOL
Sherborne, Dorset DT9 4EN
Girls' Roman Catholic Independent Boarding/Day School
(GBGSA/GSA). 400 girls. 90 in the Sixth Form
Required JANUARY 1987 a GRADUATE TO TEACH MATHEMATICS throughout the school. Possibility of 'A' level work for suitably qualified and experienced candidate.

Applications in letter form with full C.V. and names, addresses and telephone numbers of two referees to The Headmistress (Mrs. P. Cartwright B.Sc., M.A.) as soon as possible. (32763) 183424

EAST SUSSEX
ST MARY'S HALL
Brighton
C. of E. Independent public school for girls
(approx 350)
Required for January 1987, for two terms to cover maternity leave, one full-time or part-time, fully qualified graduate to teach 'O' level Mathematics and/or Computer Studies to 'A' level. Salary in accordance with the Burnham Scale.

Apply in writing with curriculum vitae and names and addresses of two referees to the Headmistress St. Mary's Hall, Eastern Road, Brighton, Sussex BN2 5JF. (32454) 183424

HERTFORDSHIRE
HARPENDEN ASKE'S SCHOOL FOR GIRLS
Aldenham Road, Elstree, Herts. WD6 3BT
Independent Day School. 840 in main school. 240 in Sixth Form
Required Immediately Mathematics Graduate to teach throughout the school. Temporary full-time or part-time to cover maternity leave at least until Easter 1987.

Burnham scale plus generous outer London allowance and Government Superannuation Scheme.

Please apply in writing to the Head Mistress with curriculum vitae and names of references. (32493) 183424

LONDON SE12
COLFE'S SCHOOL
Horn Park Lane, SE12 8AW
HMC 770 pupils
A vacancy will occur in January, 1987 for a graduate to teach MATHEMATICS throughout the school. Ability to help with Computer Studies would be an advantage. Involvement in extra-curricular activities, including games coaching, welcomed. Non-entrants to the profession welcomed, but Colfe's School Scale (above Burnham Scale 3) would be available to a suitably experienced candidate.

Details from and applications, with names of 2 referees to the Headmaster, 01-852 2283) by 17th October. (32657) 183424

LONDON SE9
ELTHAM COLLEGE
HMC Formerly DG 11-18
Day and Boarding Places for 550 Boys Sixth Form Places for Girls
Required for January 1987, a Mathematics Graduate to join a flourishing and large Mathematics Department to assist with 'O' and 'A' level work. Willingness to help with extra-curricular activities (especially music and sport) a strong recommendation.

Applications, including names and addresses of two referees, should be sent to The Headmaster, Eltham College, Mottingham, London SE9 4DE, from whom further details are available. Scale 3 or possibly Scale 3 (plus Outer London Weighting) appointment. Assistance with removal expenses will be considered. (32514) 183424

LONDON
EMANUEL SCHOOL
Battersea Rise, London SW11 1HS
A capable part-time MATHEMATICS teacher is required for January 1987 to teach either lower or upper school, or a mixture of both. Emanuel is a 10-18 boys' independent school with 715 pupils. The courses followed in Mathematics lead to 6MP O-level/GCSE and MEI A-level. The department consists of eight full-time and two part-time Mathematics teachers.

Applications, with curriculum vitae and the names and addresses of two referees, should be sent to the Headmaster. (32146) 183424

MIDDLESEX
THE AMERICAN COMMUNITY SCHOOLS
Hillingdon, Middx.
Required immediately Maths/Physics Teacher (secondary school levels).

Telephone Headmaster's Secretary for information and application form: Uxbridge 59771. (32583) 183424

SURREY
KING EDWARD'S SCHOOL
Witley
(HMC - coeducational, boarding. Assisted Places, 500 pupils 11-18)
Required as soon as possible for minimum of one term, well-qualified graduate to teach MATHEMATICS to all levels. Salary commensurate with experience. Possibility of residential post.

Letter of application and c.v. to Headmaster, King Edward's School, Witley, Godalming, Surrey GU8 5SG. (32452) 183424

Modern Languages

Heads of Department

SURREY
SIR WILLIAM PERKINS'S SCHOOL
Chertsey, Surrey

(Independent Day School: 460 girls 11-18 years)

Required for January 1987 an experienced and well qualified graduate as Head of Garman to organise the Department and teach the subject throughout the school to Advanced Level. Applications are also invited for a part-time post within the same department.

Salary: Burnham Scale according to qualifications and experience.

Please apply to Headmistress, with c.v., and names of two referees. (32493) 183424

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL (G.P.D.S.T.)
Required for January 1987, full-time assistant in the Modern Languages department. We seek a qualified graduate to offer French as a principal language to Advanced level and University entrance standard and either German or Spanish to Ordinary level. The ability to teach some Junior Latin would be an advantage but is not essential.

Applications in writing, please, to the Headmistress, South Hampstead High School, 3 Maresfield Gdns, London NW3 5SS with CV and names of two referees. (32276) 183624

SOMERSET
MILLFIELD SCHOOL
Co-educational Boarding School of 1300 pupils, including over 400 sixth formers
Required for January 1987:
a qualified teacher of FRENCH and, preferably, Italian, at least to 'O' level/GCSE standard.

Full involvement in the life of a boarding school is essential.

Apply to Headmaster, Millfield, Street, Somerset, Bunnaset BA16 0YD, giving curriculum vitae and the names of two referees. (32886) 183624

TRURO
TRURO HIGH SCHOOL
Independent Day and Boarding School
530 girls aged 5-18
Required for January 1987, a Modern Linguist (or the Physics Teacher (secondary school levels).

Telephone Headmaster's Secretary for information and application form: Uxbridge 59771. (32583) 183424

SURREY
KING EDWARD'S SCHOOL
Witley
(HMC - coeducational, boarding. Assisted Places, 500 pupils 11-18)
Required as soon as possible for minimum of one term, well-qualified graduate to teach MATHEMATICS to all levels. Salary commensurate with experience. Possibility of residential post.

Letter of application and c.v. to Headmaster, King Edward's School, Witley, Godalming, Surrey GU8 5SG. (32452) 183424

CAMBRIDGE
THE LEYS SCHOOL
Cambridge
MUSICIAN
A new post is being created in January 1987 for a full-time well qualified musician who is primarily an organist, to join the large and active Department. Orchestral experience would be an advantage and the successful applicant would be expected to share the choral and 'A' level teaching as well as participate in the many out of class musical activities.

Applications, including a full C.V. and the names of three referees should be sent to the Headmaster, The Leys School, Cambridge CB2 2AD from whom further details can be obtained. (32981) 183824

GLOUCESTERSHIRE
WYCLIFFE COLLEGE (HMC)
Stonehouse
340 Pupils 13-18, 160 in Sixth Form, predominantly boarding
Enthusiastic and musical Director of Music required for January or April 1987 to share in all aspects of the running of a busy department including choir, orchestra, a Chapel choir, Choral Society, Orchestral Bands, etc.

We want a dynamic organist/pianist, who can teach Music at all levels, and who likes working with boys. We are looking for someone who is in sympathy with the ideals and demands of a boarding school (i.e. help with extra-curricular activities would be an added recommendation though musical ability will be the deciding factor).

The appointment will be made before Half Term. Scale II post. Attractive accommodation available but not obligatory.

Applications, accompanied by a full c.v. and give names, addresses and telephone numbers of referees should be made by October 11th to The Headmaster, Wycliffe College, Stonehouse, Glos., GL10 2JQ (Tel: 045 382 2432) from whom further details may be obtained. (96364) 183824

HERTFORDSHIRE
THE HARPENDEN ASKE'S SCHOOL FOR GIRLS
Elstree, Herts. WD6 3AF
Tel: 01-907 4383
(HMC - Independent - 1300 Boys - 300 in Sixth)
Required in January 1987 to join friendly and energetic Music Department:

A Visiting Teacher of VIOLIN (Two days' teaching and orchestral coaching, with the possibility of expansion).

A Visiting Teacher of FLUTE (Two days' teaching).

Details available from the Director of Music (Mr Alan Taylor) to whom curriculum vitae and names of two referees should be sent by

Closing date 18th October 1986. (32274) 183624

LONDON NW6
ST PAUL'S GIRLS' PREPARATORY SCHOOL
Required for January 1987, part-time qualified and experienced teacher of the Violin; willing to help with orchestra and chamber music groups as well as to give lessons to girls aged 6 - 11 years.

Please apply in writing with full curriculum vitae, names, addresses and telephone numbers of two referees to: The Headmistress, St. Paul's Preparatory Cardenden, Luxembourg Gardens, Hammersmith, London W6 7EA. (32466) 183824

LONDON
THE GUILDHALL SCHOOL OF MUSIC AND DRAMA
Barbican, London EC2Y 8DT
Required for January 1987 a Visiting Teacher of Singing to teach Singing to individuals and classes. Applicants should be professional singers with experience of teaching and of performing in opera and oratorio. Applications, including a full curriculum vitae, should be sent to the Director of Music, The Guildhall School of Music and Drama, Barbican, London EC2Y 8DT, by 17 October 1986. (32888) 183824

SURREY
ST. TERESA'S CONVENT SCHOOL
Effingham Hill, Dorking
Girls' Roman Catholic Day/Boarding 11-18 yrs.
Required for January 1987 part-time teacher of SINGING (two days) and private pupils.

Own transport essential. Practising Christian preferred.

Applications in writing to the Headmistress with curriculum vitae and names and addresses of two referees. (96082) 183824

SUSSEX
ARDINGLY COLLEGE
Required immediately, qualified and experienced Flute teacher.

Letters of application including Curriculum vitae to: The Director of Music, Ardingly College, Haywards Heath, West Sussex RH17 6SQ. (32488) 183824

LONDON
THE GUILDHALL SCHOOL OF MUSIC AND DRAMA
Barbican, London EC2Y 8DT
Required for January 1987 a Visiting Teacher of Singing to teach Singing to individuals and classes. Applicants should be professional singers with experience of teaching and of performing in opera and oratorio. Applications, including a full curriculum vitae, should be sent to the Director of Music, The Guildhall School of Music and Drama, Barbican, London EC2Y 8DT, by 17 October 1986. (32888) 183824

LONDON
THE CHILDONPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG
Required for January 1987 a full-time or considerable part-time teacher of Violin and Viola. Opportunities for playing in orchestras and chamber music groups will be available and time for private study will be given.

Applications, with curriculum vitae and the names of two referees, should be sent to the Director of Music, Mr. Alan Taylor, at the School. (32887) 183824

BRISTOL
WESTWING SCHOOL
Required, as soon as possible, a single lady to be resident small girls' boarding house (8-16 years) to assist with pastoral care of the girls.

The preferred age range is 30-50 years. Ability to teach some periods in an academic subject would be an advantage.

Applications including a full c.v. and the names of at least two referees should be sent to the Headmaster. The Leys School, Cambridge CB2 2AD, from whom further details can be obtained. (32790) 183824

NOTTINGHAMSHIRE
WORKSOP COLLEGE
INDEPENDENT C.O.E.
WOODARD SCHOOL
(Boys aged 11-18, boarders/day, 715)
Required for January 1987 a Resident Graduate Mistress to assist in running Boarding House and to teach aged 13-15. Some flexibility as a possibility. Accommodation flat is provided for exclusively person with wide interests would be preferred.

Applications, with curriculum vitae and the names addresses and telephone numbers of two referees to: The Headmaster, Worksop College, Notts S80 3AP. (96408) 183824

Music

Other Assistants

CAMBRIDGE
THE LEYS SCHOOL
Cambridge
MUSICIAN
A new post is being created in January 1987 for a full-time well qualified musician who is primarily an organist, to join the large and active Department. Orchestral experience would be an advantage and the successful applicant would be expected to share the choral and 'A' level teaching as well as participate in the many out of class musical activities.

Applications, including a full C.V. and the names of three referees should be sent to the Headmaster, The Leys School, Cambridge CB2 2AD from whom further details can be obtained. (32981) 183824

GLOUCESTERSHIRE
WYCLIFFE COLLEGE (HMC)
Stonehouse
340 Pupils 13-18, 160 in Sixth Form, predominantly boarding
Enthusiastic and musical Director of Music required for January or April 1987 to share in all aspects of the running of a busy department including choir, orchestra, a Chapel choir, Choral Society, Orchestral Bands, etc.

We want a dynamic organist/pianist, who can teach Music at all levels, and who likes working with boys. We are looking for someone who is in sympathy with the ideals and demands of a boarding school (i.e. help with extra-curricular activities would be an added recommendation though musical ability will be the deciding factor).

The appointment will be made before Half Term. Scale II post. Attractive accommodation available but not obligatory.

Applications, accompanied by a full c.v. and give names, addresses and telephone numbers of referees should be made by October 11th to The Headmaster, Wycliffe College, Stonehouse, Glos., GL10 2JQ (Tel: 045 382 2432) from whom further details may be obtained. (96364) 183824

HERTFORDSHIRE
THE HARPENDEN ASKE'S SCHOOL FOR GIRLS
Elstree, Herts. WD6 3AF
Tel: 01-907 4383
(HMC - Independent - 1300 Boys - 300 in Sixth)
Required in January 1987 to join friendly and energetic Music Department:

A Visiting Teacher of VIOLIN (Two days' teaching and orchestral coaching, with the possibility of expansion).

A Visiting Teacher of FLUTE (Two days' teaching).

Details available from the Director of Music (Mr Alan Taylor) to whom curriculum vitae and names of two referees should be sent by

Closing date 18th October 1986. (32274) 183624

Pastoral

Other Assistants

BERKSHIRE
DOWNE HOUSE
Cold Ash, Newbury, Berks.
Boarding School for girls aged 130 in the Senior School, to whom are added Upper Sixth pupils.

ASSISTANT MISTRESS
TRENM required to undertake responsibility for a group of Girls' Independent Day and Boarding House, and to undertake half a normal timetable in HISTORY or as an assistant in a subject.

CAREERS Department also required.

All Resident Staff have duties of considerable responsibility and the position offers opportunities for developing widespread interests within the school and beyond. Salary according to duties and length of service. Selection Board Scale 3 plus Resident Staff's responsibility allowance in addition.

Apply to the Headmistress giving a full C.V. of experience, addresses of referees and phone numbers of referees. (96315) 183824

BRISTOL
WESTWING SCHOOL
Required, as soon as possible, a single lady to be resident small girls' boarding house (8-16 years) to assist with pastoral care of the girls.

The preferred age range is 30-50 years. Ability to teach some periods in an academic subject would be an advantage.

Applications including a full c.v. and the names of at least two referees should be sent to the Headmaster. The Leys School, Cambridge CB2 2AD, from whom further details can be obtained. (32790) 183824

NOTTINGHAMSHIRE
WORKSOP COLLEGE
INDEPENDENT C.O.E.
WOODARD SCHOOL
(Boys aged 11-18, boarders/day, 715)
Required for January 1987 a Resident Graduate Mistress to assist in running Boarding House and to teach aged 13-15. Some flexibility as a possibility. Accommodation flat is provided for exclusively person with wide interests would be preferred.

Applications, with curriculum vitae and the names addresses and telephone numbers of two referees to: The Headmaster, Worksop College, Notts S80 3AP. (96408) 183824

LONDON NW1
MARIA FIDELIS CONVENT SCHOOL
Mornington Crescent, London NW1 7TA
Tel: 01-387 3856
A five form entry Comprehensive School for girls aged 11-18.
Required as soon as possible: A fully qualified Physical Education teacher. Preference will be given to practising Catholics.

The school is conveniently situated within a few minutes walk of both Euston and Kings Cross stations.

Application form available from the Headmistress - Sister Fidelis Caine, FCJ. (34475) 184424

LONDON
FRANCIS HOLLAND SCHOOL
39 Graham Terrace, Church of England Secondary School for Girls
(11-18 yrs - Comprehensive Schools - P.E. Assistant (Part-time)
A.P.E. assistant is required to be mainly responsible for gymnastics throughout the Junior and Senior School, but also to help in other sports and matches.

Apply in writing giving particulars, and the names as two referees to the Headmistress. (32577) 184424

YORK
SCOTHAM SCHOOL
York YO3 7BU
(HMC. Independent, Quaker, 290 Co-educational)
A PHYSICAL EDUCATION Teacher required for April 1987 or January 1987 if possible, to teach P.E., and mainly boys' Games, especially Swimming, Hockey or Tennis. A substantial subject is required. Applicants should preferably be willing to take an active part on the residential side, with boarding and accommodation provided. The post could appeal to a young, enthusiastic person looking for greater responsibility. Salary according to experience plus residential allowance if appropriate.

Applications with c.v. and names, addresses and telephone numbers of two referees to the Headmaster, from whom further details may be obtained (Tel: (0904) 552261). (96018) 184424

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

COVENTRY SCHOOL
Bablake and King Henry VIII
(HMC, Coeducational)
A good graduate
MATHEMATICIAN
is required in January 1987 at Bablake (840 pupils on roll) to teach the subject at all levels and to help with elementary computer education.

Salary Burnham (above Scale 1 for experienced applicant) plus Coventry School Allowance.

Details of School in Independent Schools Yearbook.

Apply by letter giving curriculum vitae and names and addresses of referees to the Director, Coventry School, Bablake, Coventry CV1 4AU.
(96367)

MICKLEFIELD SCHOOL, SEAFORD
Required in January 1987, a graduate to teach Geography throughout the school to 'O' and 'A' Levels. An ability to teach P.E. would be an advantage but not essential.

Current Burnham scale and Superannuation.

Please apply in writing to the headmistress giving the name and addresses of 2 referees.

BERKSHIRE
ETON COLLEGE
HEAD OF MATHEMATICS
Required for September 1987, a MATHEMATICIAN to take charge of the Mathematics Department. Details of the School and the department may be obtained from the Head Master, Eton College, Windsor, Berkshire SL4 6DW, to whom applications, with curriculum vitae and the names and addresses of three referees, should be sent.
(96249)

ST. MARY'S SCHOOL, CALNE
DIRECTOR of MUSIC
Required for May 1987
Closing date for applications: 24th October, 1986
Further information plus application form available from the Headmistress, St. Mary's School, Calne, Wilts SN11 0DF
Tel: (0249) 816899
(96366)

INDEPENDENT EDUCATION
continued

Physical Education

Heads of Department

READING
ST. JOSEPH'S CONVENT SCHOOL
Upper Redlands Road, Reading
Headteacher Miss M. Bell, M.A.
Required January 1987 (or as soon as possible thereafter), HEAD OF PHYSICAL EDUCATION

A particular interest in dance is required. Such a post is suitable for suitably experienced and qualified person.

Application by letter enclosing full c.v. to the Headmistress as soon as possible. (32587) 184218

Other Assistants

CAMBRIDGE
THE LEYS SCHOOL
Cambridge
P.E. SPECIALIST/ASSISTANT MISTRESS
The Leys require for January 1987 the services of a P.E. graduate to coach throughout the School with particular responsibility for girls' games. The successful applicant would be expected to occupy the accommodation for, and fulfil the duties of Assistant Housemistress to the Girls boarding House. An ability to teach some periods in an academic subject would be an advantage.

Applications including a full c.v. and the names of at least two referees should be sent to the Headmaster. The Leys School, Cambridge CB2 2AD, from whom further details can be obtained. (32790) 184224

DORSET
SHERBORNE SCHOOL FOR GIRLS
TEMPORARY APPOINTMENT
Required in January 1987 for two terms an assistant in the Physical Education Department. Candidate with special interest in hockey and athletics essential, but this is a post requiring a wide scope of activities. Non resident.

Apply to the Headmistress giving details of qualifications and experience, with names of two referees. (97981) 184224

LONDON NW1
MARIA FIDELIS CONVENT SCHOOL
Mornington Crescent, London NW1 7TA
Tel: 01-387 3856
A five form entry Comprehensive School for girls aged 11-18.
Required as soon as possible: A fully qualified Physical Education teacher. Preference will be given to practising Catholics.

The school is conveniently situated within a few minutes Walk of both Euston and Kings Cross stations.

Application form available from the Headmistress - Sister Fidelis Caine, FCJ. (34475) 184424

LONDON
FRANCIS HOLLAND SCHOOL
39 Graham Terrace, Church of England Secondary School for Girls
(11-18 yrs - Comprehensive Schools - P.E. Assistant (Part-time)
A.P.E. assistant is required to be mainly responsible for gymnastics throughout the Junior and Senior School, but also to help in other sports and matches.

Apply in writing giving particulars, and the names as two referees to the Headmistress. (32577) 184424

YORK
SCOTHAM SCHOOL
York YO3 7BU
(HMC. Independent, Quaker, 290 Co-educational)
A PHYSICAL EDUCATION Teacher required for April 1987 or January 1987 if possible, to teach P.E., and mainly boys' Games, especially Swimming, Hockey or Tennis. A substantial subject is required. Applicants should preferably be willing to take an active part on the residential side, with boarding and accommodation provided. The post could appeal to a young, enthusiastic person looking for greater responsibility. Salary according to experience plus residential allowance if appropriate.

Applications with c.v. and names, addresses and telephone numbers of two referees to the Headmaster, from whom further details may be obtained (Tel: (0904) 552261). (96018) 184424

Religious Education

Heads of Department

LONDON N6
CHANNING SCHOOL
Highgate, London N6 5HF
Independent girls' day school (GSA)
300 girls from 11-18 years
HEAD OF DEPARTMENT
Required for January 1987 a well-qualified and experienced graduate to take sole charge of RE and Social & Personal Education throughout the Senior School. Channing is a Unitarian foundation with a tradition of inter-faith worship and teaching.

Burnham Scale salary with full London Allowance.

Closing date: Wednesday 15th October. (32887) 184418

Other Assistants

BERKSHIRE
S. GABRIEL'S SCHOOL
Sandleford Priory
Newbury RG13 0BS
GSA, GBSA 150 pupils
Senior School (11-16)

Required for January 1987. Part-time teacher of Religious Studies to teach through Senior School to O level. Full-time appointment if Classical Studies can also be offered.

For details apply to Headmistress. (32093) 184424

LONDON SW13
ST. PAUL'S SCHOOL
Lonsdale Road, London SW13 9JT
Tel: 01-748 9162
There will be a vacancy in January 1987 for a good honours graduate to teach RELIGIOUS STUDIES

If this post is appointed is in Holy Orders, he could also act as Assistant Chaplain. Teaching would include A and O level specialist work, as well as General Divinity.

St. Pauls' salary scale fully attractively above Burnham; it necessary, help with accommodation will be available.

For children of established members of staff, free education at either St. Paul's School, Colet Court or St. Paul's Girls' School.

Applications giving full details of qualifications and the names of two referees should be sent as soon as possible to the High Master. (32451) 184424

MIDDLESEX
Required for Easter or Autumn Term 1987 at Accredited Boys' Independent Grammar School, (11-16) full-time qualified Teacher for Religious Studies to teach to O.C.S.E. Burnham plus Outer London Allowance.

Apply in writing with the names of two referees to: The Headmaster, Aldwell School, Rayners Lane, Pinner, Middlesex HA5 5EY. (32275) 184424

SOMERSET
WELLS CATHEDRAL SCHOOL
Wells, Somerset BA5 2ST
H.M.C., G.B.A.
Co-educational, Boarding & Day
TEACHER OF RELIGIOUS EDUCATION
For January 1987

A vacancy will exist for a well-qualified graduate to act as specialist teacher of Religious Studies throughout the school. This is a permanent post but outstanding candidates seeking a temporary appointment for two terms will also be considered. An interest in games and extra curricular activities would be welcome. Salary Burnham Scale 1 or 2 with addition to according to experience and qualifications.

Tel: (0749) 72117 or write to the Head Master for further details and application form. (96967) 184424

Rural Science

Other Assistants

BUCKINGHAMSHIRE
THE VALE SCHOOL
3 Manor Road, Aylesbury, Bucks.
(Independent Boys Day School)
100 Boys 10-16 years
Required for January 1987 qualified teacher for Environmental Studies to GCSE and other Sciences.

Applications with CV and names and addresses of two referees to the Headmaster. (35008) 184424

Science

Other Assistants

AVON COUNTY
SIDCOT SCHOOL
Winscombe, Avon BS25 1PD
(Quaker) coeducational boarding school. 280 pupils 9-18)
Required immediately teacher of BIOLOGY and GENERAL SCIENCE (full or part-time) to 'O' (CCSE) level. An ability to teach some Geography would be an advantage. Burnham Scale.

For further details apply to the Headmaster. (96487) 184424

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22 8TE
GSA - 812 girls
Required for January 1987 - temporary part-time Biologist for two terms only, two mornings a week. Some O level work.

Please apply in writing and with the names, addresses and telephone numbers of two referees to the Headmistress at the school. (33148) 184824

LONDON
DULWICH COLLEGE
London SE21 7LD
Required for January 1987, a graduate to teach Physics to all levels in the school, having one of a department of 11 specialists. It is hoped that a permanent appointment will be made but applicants available for two terms only will also be considered.

The College offers much in the way of games and other extra-curricular activities, all of which willingness to help will be appreciated.

Dulwich has its own salary scale which are above Burnham. Placement on them will be according to age and experience.

Application by letter to the Master stating full curriculum vitae and the names, addresses AND TELEPHONE NUMBERS of two referees. Further particulars will be sent to all applicants. (96590) 184824

LONDON
THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG
Required for January 1987 a graduate Chemistry teacher for this Independent Girls' Day School to join a lively and well equipped department of five. Nuffield Chemistry is taught throughout the school and there is the opportunity to teach A/S Advanced Level and University Entrance standard.

The successful appointment for the Spring and Summer terms because of maternity leave, but the post could become permanent. Salary according to qualifications and experience.

Applications in writing to the Headmistress at the school with curriculum vitae and names, addresses and telephone numbers of two referees. Closing date for applications, Wednesday 15th October. (32025) 184824

SHREWSBURY
ACTON REYNALD GIRLS' SCHOOL
Shrewsbury SY4 4DX
Small Independent Boarding School for girls aged 7-13
Required for January 1987 a graduate to teach Biology to 'O' and 'A' level, plus general subjects in Junior Department, or also subsidiary subject.

The person appointed should be prepared to be fully involved in extra curricular activities especially at weekends.

Single accommodation during term time.

Salary Scale 1 Burnham.

Applications in writing to the Principal, Tel: Olive (093988) 365. (32661) 184824

MIDDLESEX
TILLARD'S LEANOR HOUSE SCHOOL
Hawkshill Road, Hampton TW12 3HF
(600 girls - 11-18 years)

Required in January 1987 full-time teacher of ARCHITECTURE to join a determined team of two and to start from 11 to Advanced level. This post is temporary for two terms with the possibility of permanent employment. The post of Head of Chemistry may be available. Salary to The Lady Eleanor Holles School (above Burnham). Applications for suitably qualified applicant.

Applications together with curriculum vitae and the names of two referees should be sent to the Head Mistress at the school. (96216) 184824

STAFFORDSHIRE
COTTON COLLEGE
Oakamoor, N. Staffs. ST10 3DP
R.C. Independent Co-educational School founded 1763
TEACHER OF PHYSICS
Required for January a teacher of Physics to teach the subject to 'O' level, GCSE and 'A' level. A willingness to take a full part in the life of a boarding school in its essential and sporting and extra-curricular skills would be a distinct advantage. The salary will be on a Burnham Scale at the appropriate point depending on experience.

Letters of application together with C.V. and names of two referees should be sent to: The Headmaster, Cotton College, Oakamoor, N. Staffs. ST10 3DP. (33391) 184824

SURREY
ST. JOHN'S SCHOOL
Leatherhead, Surrey
450 boys - Day & Boarding.
HMC 150 in VI Form
PHYSICS
Graduate in Physics required to teach 'O' and 'A' level in January 1987. Accommodation may be available. St. John's has its own salary scale. Ability to help with games and other extra curricular activities expected.

Apply with full c.v. and names and addresses of two referees to: The Headmaster, D.S. Brown Esq., St. John's School, Epsom Road, Leatherhead, Surrey KT22 8SP. (97399) 184824

WILTSHIRE
GODOLPHIN SCHOOL
Salisbury

(Independent Boarding and Day School for 330 Girls aged 11-18)

Required for January 1987 a graduate to teach Biology throughout the school to 'A' level. This is a part time post 3½ days a week. Preference however will be given to a candidate seeking a full time post and willing to undertake residential Saturday duties on a boarding house. Good self contained flat. Genuine off duty times. Appointment will be for two terms initially with possibility of permanency post in September 1987. Burnham Scale salary.

Candidates should submit a letter of application and full curriculum vitae together with the names, addresses and telephone numbers of two referees to the Headmistress, Godolphin School, Salisbury. (96073) 184824

WEST SUSSEX
HURSTPIERPOINT COLLEGE
Hurstpierpoint, W. Sussex BN6 9JS
Graduate required in September 1987 to teach PHYSICS throughout the school including a full share of A and S level Nuffield Physics. The successful applicant would join a flourishing and successful Department housed in modern purpose built laboratories. Hours and remuneration negotiable.

Applications to the Bursar (01-540 2799), Channing School, Highgate, London N6 5HP.

Closing date: 15th October 1986. (32898) 185524

Technology

Other Assistants

LONDON N6
CHANNING SCHOOL
WANTED, immediately or Channing School, Highgate, a graduate required in September 1987 to teach PHYSICS throughout the school including a full share of A and S level Nuffield Physics. The successful applicant would join a flourishing and successful Department housed in modern purpose built laboratories. He will play a major role in developing courses newly introduced which is taken by all boys up to 'A' level, participate in work on all boys boarding school, willingness to help with games etc. a recommendation.

Salary above Burnham. Single accommodation or assistance. Accommodation available.

Apply with curriculum vitae and names of 2 referees to the Headmaster. (96369) 184824

TRURO SCHOOL
(HMC Independent Day and Boarding 780 boys 11-18, 85 girls in sixth form of 250)
Required for January or as soon as possible
HEAD OF BIOLOGY
The department is rapidly expanding with some 80 students taking the subject at 'A' level. Help with games or extra-curricular activities would be welcomed. An interest in, or experience of, Biotechnology would be an advantage.

Apply in writing to the Headmaster, with curriculum vitae, and names, addresses and telephone numbers of two referees.

TRURO SCHOOL, TRENNICK LANE, TRURO, CORNWALL TR1 1TH
(8211)

NORTH LONDON
Friern Barnet Grammar School
Friern Barnet Road,
LONDON N11 3DR.
01-368 3777
Wanted for January 1987 a teacher of PHYSICS and COMPUTER SCIENCE at this 11-16 boys' independent school (250 on roll).
A generous salary on Scale 3 is available for a young graduate with successful teaching experience in another school. Alternatively a Scale 2 post might be offered to a recently trained new entrant to the profession who can demonstrate a successful teaching practice record while still at college.
Further details from the School Secretary. Letters of application to the Headmaster; closing date October 7.
(8207)

KING'S SCHOOL, BRUTON
Applications are invited for September, 1987.
1. **HEAD OF PHYSICAL EDUCATION**
on the retirement of the previous holder. The school has a fully equipped Sports hall complex.
2. **HISTORIAN**
to teach History throughout the school. Ability to coach rugger, hockey, cricket an advantage.
King's School is an HMC Boarding School with Sixth Form girls. Applications to the Headmaster, King's School, Bruton with names and addresses and telephone number of two referees.
(8208)

Q.E.D
109 HIGH STREET CHESHAM BUCKS HP5 1DE TEL 04941 76205
EDUCATIONAL RECRUITMENT CONSULTANTS
GO AHEAD TEACHERS
Register with Q.E.D. for posts in
INDEPENDENT SCHOOLS
Attractive Working Conditions Generous Salary 'Packages' Sound Educational Values Stimulation and Well-Motivated Pupils
Q.E.D. CURRENT VACANCIES INCLUDE:-
- Teachers of GEOGRAPHY and GAMES/ENGLISH Boys' Prep. Schools S.E. England
- HEAD OF CHEMISTRY in flourishing dept. S. Coast
- ASSISTANT CLASS TEACHER in friendly small Prep. School Central London
- TEACHING HOUSEMISTRESS P.E. preferred but not essential Senior Girls' Boarding School Pleasant Berks. location
- DYNAMIC YOUNG TEACHER OF LATIN AND R.E. for Boys' Prep. School Sussex
- YOUNG P.E./GAMES SPECIALIST Senior Girls' Boarding/Day School Thriving Herts. town

For details for current, vacancies contact Mrs Damaris Barnes NOW For Future Posts PERM./TEMP./SUPPLY
Send large S.A.E. for application form and details of this FREE Service.
Q.E.D
(8215)

INDEPENDENT EDUCATION
continued

Other than by Subject Classification

Other Assistants

ESSEX
PARK SCHOOL FOR GIRLS (Independent Grammar School with Preparatory Department specialising in small classes) Required for January 1987. Full-time teacher of GEOGRAPHY to 'A' level. Government superannuation. Salary according to qualifications and experience. Please apply for details and application form to: Mrs. P.S. Lambert B.A. (Hons.), Headmistress, Park School for Girls, 20-22 Park Avenue, Ilford, Essex IG1 4RS. (32490) 185624

LONDON WC1
Required urgently experienced tutors for P/T posts to teach 'O' & 'A' level Statistics, Maths and 'O' level Physics and Computer Studies.
For interview please telephone the Director or write enclosing Curriculum Vitae: Central G.C.E. Tutorial College, 8 Bertrand St., London W.C.1. Tel: 01-278 6622. (Opposite Russell Square Station). (32957) 185624

OXFORDSHIRE
ST. HUGH'S SCHOOL
Carswell Manor, Farmington, Oxon. SN7 8PT
L.A.P.S. Boarding - Day Co-ed. Enthusiastic, qualified teacher required for January, 1987 (or, if necessary, April) to take one of six classes in the thriving pre-preparatory department. Experience would be welcome but not essential. More important is a genuine interest in young children and the ability to offer skills and in some of the following: Drama, Music, Games, P.E., Dance. Salary Burnham, DES Superannuation. Non-resident.
Brief letters of application should be sent with a full C.V. and name, address and telephone numbers of 2 referees to the Headmaster. (33663) 185624

WEST SUSSEX
BROADWATER MANOR SCHOOL
Broadwater Road, Worthing BN14 8HU
Required from September, 1987. Headteacher for co-educational day Preparatory and Pre-Preparatory School. Open to qualified graduates aged 30 - 45 years with experience in a similar School. Headmaster's detached house available adjoining the school suitable for a family.
Salary to Burnham Scale for Headteachers plus State Superannuation Pension Scheme.
Apply in writing giving a brief C.V., confidential report from your present Headmaster and any relevant reports from referees plus the 24th October, 1986.
Application Form and further details will be forwarded on to potential applicants. Short listed applicants will then be contacted by the November and called for an interview. (06955) 200010

SURREY
CLAREMONT FAN COURT SCHOOL
Claremont Drive, Esher, Surrey KT10 9LY
Tel: Esher 67841
An independent, co-educational day and boarding school.
Applications are invited for the post of
HEAD OF THE JUNIOR SCHOOL
to take effect from January 1st, 1987.
Applicants must be members of The Mother Church of The First Church of Christ, Scientist, in Boston, Massachusetts, and be available for interview.
At present the Junior School has 250 boys and girls in the age range 3 to 8.
Salary commensurate with Group 3 school. Government superannuation.
Please apply with c.v. to the Principal. (32884) 200010

By Subject Classification

Art and Design

Other Assistants

LONDON SW7
GLENDOWER PREPARATORY SCHOOL
87 Queen's Gate, London SW7
Required for January 1987, part-time Art teacher.
Salary Burnham Scale.
Apply in writing with C.V. to the Headmistress. (36167) 201924

DORSET
Required for January 1987 young, enthusiastic teacher for a class of 6 - 7 year olds. General Subjects and an interest in English and the development of a Middle School Library. This is a temporary post initially but may well become a permanent in September 1987.
Salary Burnham Scale 3.
Apply in writing, with full C.V. and two referees to the Headmaster, Dorchester Preparatory School, 32 Top of Town, Dorchester, Dorset DT1 1EF.
Closing date 10th October. (33278) 202454

DURHAM
DURHAM CATHEDRAL CHORISTER SCHOOL
Durham DH1 3EL
Tel: 0385 48035
Required for September 1987, teacher of English to base-lay clerk in the Cathedral choir.
Salary, Burnham Scale plus Cathedral allowance.
Further information available from the Secretary.
Applications with full c.v. and three references at least one of which should be from the present employer, to the Headmaster by 31st October. (32788) 202434

SURREY
Wanted for September 1987 by 5 Boys' Day Preparatory School, a qualified teacher of English with experience of Common Entrance and Scholarship work. Applicants should be aged 25-30 and should be able to coach Cricket and Hockey at all levels. The post is vacant on the retirement of the Senior Master.
Applications in writing, in the strictest confidence, to The Headmaster, Hall Grove School, Bagshot, Surrey GU19 5HZ. (33008) 202418

DEVON
WOLBOROUGH HILL SCHOOL
Newton Abbot
IAPS 180 Boys
Required for January, 1987, a member of staff to teach English and General Subjects. Those applying should also be willing to coach sport and take a full part in the life of the school.
Burnham Scale Plus, Government Superannuation.
Applications in writing with full c.v. and names and telephone numbers of two referees to:- The Headmaster, Wolborough Hill School, Newton Abbot, S. Devon TQ12 1HG. (32491) 202454

DORSET
Required for January 1987 young, enthusiastic teacher for a class of 6 - 7 year olds. General Subjects and an interest in English and the development of a Middle School Library. This is a temporary post initially but may well become a permanent in September 1987.
Salary Burnham Scale 3.
Apply in writing, with full C.V. and two referees to the Headmaster, Dorchester Preparatory School, 32 Top of Town, Dorchester, Dorset DT1 1EF.
Closing date 10th October. (33278) 202454

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DURHAM CATHEDRAL CHORISTER SCHOOL
Durham DH1 3EL
Tel: 0385 48035
Required for September 1987, teacher of English to base-lay clerk in the Cathedral choir.
Salary, Burnham Scale plus Cathedral allowance.
Further information available from the Secretary.
Applications with full c.v. and three references at least one of which should be from the present employer, to the Headmaster by 31st October. (32788) 202434

English

Heads of Department

SURREY
Wanted for September 1987 by 5 Boys' Day Preparatory School, a qualified teacher of English with experience of Common Entrance and Scholarship work. Applicants should be aged 25-30 and should be able to coach Cricket and Hockey at all levels. The post is vacant on the retirement of the Senior Master.
Applications in writing, in the strictest confidence, to The Headmaster, Hall Grove School, Bagshot, Surrey GU19 5HZ. (33008) 202418

DURHAM
COUNTY DURHAM
HEAD
of
BOW SCHOOL
Durham
The Governors of Durham School invite applications for this post.
Bow School is an IAPS Boys' Preparatory School of about 100 boarders and Day boys, preparing for entry to both Durham School and other schools. The appointment may be made in either April or September, 1987.
Further information and application form may be obtained from the Clerk to the Governors, Office, The College, Durham DH1 3EH.
Last date for receiving applications is 24th October, 1986. (06555) 200010

Other Assistants

DEVON
WOLBOROUGH HILL SCHOOL
Newton Abbot
IAPS 180 Boys
Required for January, 1987, a member of staff to teach English and General Subjects. Those applying should also be willing to coach sport and take a full part in the life of the school.
Burnham Scale Plus, Government Superannuation.
Applications in writing with full c.v. and names and telephone numbers of two referees to:- The Headmaster, Wolborough Hill School, Newton Abbot, S. Devon TQ12 1HG. (32491) 202454

DORSET
Required for January 1987 young, enthusiastic teacher for a class of 6 - 7 year olds. General Subjects and an interest in English and the development of a Middle School Library. This is a temporary post initially but may well become a permanent in September 1987.
Salary Burnham Scale 3.
Apply in writing, with full C.V. and two referees to the Headmaster, Dorchester Preparatory School, 32 Top of Town, Dorchester, Dorset DT1 1EF.
Closing date 10th October. (33278) 202454

DURHAM
DURHAM CATHEDRAL CHORISTER SCHOOL
Durham DH1 3EL
Tel: 0385 48035
Required for September 1987, teacher of English to base-lay clerk in the Cathedral choir.
Salary, Burnham Scale plus Cathedral allowance.
Further information available from the Secretary.
Applications with full c.v. and three references at least one of which should be from the present employer, to the Headmaster by 31st October. (32788) 202434

Geography

Heads of Department

KENT
ROSE HILL SCHOOL
Culverden Down, Tunbridge Wells TN4 9RY, Kent
L.A.P.S. Day (150 Boys and girls aged 3-14)
Required for January (or April) a suitably qualified Geography specialist for P.S.E. and C.C. classes. Supporting subject(s) by arrangement. Preferably a teacher to join enthusiastic Professional team. Assistance with boys' games welcome. Resident or non-resident. Burnham Scale. Government superannuation.
Apply in the Headmaster. (endorsement). (97084) 202418

Other Assistants

DEVON
GEOGRAPHY
Wanted January 1987 a teacher for Geography throughout the School and up to Common Entrance School. Specialist Art Master. The post includes the teaching of general science. Applicants will be expected to offer an extra curricula subject (cubs would be an advantage) and will be expected to do full duties. We would be grateful if the appointment was able to assist in Games. St John's is a Co-Educational IAPS School with 240 children between the ages of 3-13.
Please apply in writing to the Headmaster with the names and telephone numbers of three referees to St. John's School, The Vicarage Hill, Sidmouth, Devon EX10 8RG. (33393) 202424

LONDON
WILLINGTON SCHOOL
Putney
IAPS Day Preparatory School (160 boys 4½-13)
Required for January 1987 a graduate teacher of Geography throughout the School to take a major role in the coaching of soccer, rugger and cricket. Married or single accommodation available.
Salary Burnham Scale and Inner London Allowances. Government Superannuation.
Please apply to the Headmaster, Willington School, 5 Collinette Road, Putney, London SW15 6AH with curriculum vitae and the names and addresses of two referees. (32409) 202624

History

Heads of Department

HAMPSHIRE
NORTHAW SCHOOL
West Pytherley, Salisbury SP5 1NR
L.A.P.S.
180 boys and girls age 3-13. Including 115 boarders
Required in September, 1987, an able historian to take over a thriving department of the school in which the retiring member of staff has built up an impressive record of interest and enthusiasm. The successful applicant will be expected to have some ability in the teaching of at least one other subject and to be able to take an active, full part in all aspects of boarding-school life, preferably including games as a wide variety of extra-curricular hobbies and interests.
Salary scale in excess of Burnham: D.E.S. superannuation scheme. It is highly unlikely that accommodation for a non-resident is available at this stage.
Please apply in handwriting to the Headmaster with C.V. and names, addresses and telephone number of two referees. (32898) 202916

Other Assistants

WORCESTERSHIRE
WELLS HOUSE SCHOOL
Malvern Wells, Worcestershire WR14 4LF
Tel: (0684) 892300
The I.A.P.S. Co-educational boarding school of over 160 pupils requires for January 1987 a full-time residential HISTORY and GEOGRAPHY.
The successful applicant will be required to take a full part in the life of the school, and will be responsible for the teaching of History and Geography to Common Entrance and Scholarship standard.
Remuneration will be Burnham Scale with Government superannuation. The appointment is subject to satisfactory references.
Applications from suitably qualified candidates should be made in writing to the Headmaster, enclosing the names of two referees. (32890) 202884

Mathematics

Heads of Department

YORK
ST. OLAVE'S (The Junior School of St. Peter's)
(Day and Boarding, ages 8 to 13 - at present 250 boys, girls will be admitted from September, 1987)
Required for January, 1987 (or September) a qualified teacher of MATHEMATICS who will be responsible for the organisation of the teaching of Mathematics in St. Olave's. This post would suit a young teacher able to coach games and play a full part in school life.
Salary above Burnham which will reflect the additional responsibilities. Accommodation is to return for boarding duties may be available.
Full details from and applications with names, addresses and telephone numbers of two referees as soon as possible to the Master-in-Charge, St. Olave's School, York YO5 6AH (0904 23569). (33070) 203418

Other Assistants

LINCOLNSHIRE
WITHAM HALL SCHOOL
Required for January or April 1987 a qualified teacher of FRENCH and LATIN
Witham Hall (IAPS) is a small school (boys 4-13, Boarding and day). The School enjoys an excellent examination record last year. The Hall is set in beautiful surroundings in the attractive village of Witham on the Hill, which lies between STAMFORD and BOURNE. Teaching and recreational facilities are excellent and comprise: Art and Drama, A multi-purpose hall, opened in 1985, provides an indoor tennis court, badminton and soccer practice, additional all-weather pitch, and a squash court.
Burnham Scale and Government Superannuation.
Applications from those with the skills and experience to make a contribution to the musical, dramatic and athletic life of the school would be particularly welcome.
Applications (including C.V. and the names of two referees) should be made to the Headmaster, Witham Hall School, Witham on the Hill, Lincolnshire PE10 0JJ. (35016) 203624

NORTHWOOD
S. JOHN'S SCHOOL
Northwood
L.A.P.S. 630 day boys
Energetic and reliable French teacher required. Accommodation available for married couple. Burnham plus.
Application with C.V. and two referees to The Headmaster, St. John's School, Potter Street Hill, Northwood HA6 3QY. Tel: 01-866 0067. (32282) 203624

Music

Other Assistants

DURHAM
DURHAM CATHEDRAL CHORISTER SCHOOL
See under 'Preparatory Schools - English' for details of a linked base-lay clerk/admin. and teaching post. (32797) 203824

PLEASE MENTION THE T.E.S. when replying to advertisements

Pastoral

Heads of Department

CLEVELAND
RESIDENT HOUSEMASTER/MISTRESS
Required for January 1987 (or date to be agreed) to take charge of some 45 boarding girls (aged 11 - 18) in a large co-educational boarding school. Excellent salary, single accommodation and board provided. Duties include Science to GCE level and Junior Mathematics. Expertise in coaching and keenness in musical activities also desirable. Suitability of wife to be considered. Applicants should be willing to undertake duties of Housemistress.
See also advertisement under Pastoral Heads of Department, Joint Posts in this publication.
Apply in writing with full details of qualifications and experience to Headmaster, Stanghow School, Stanghow-by-Sea, Cleveland TS13 5DX, or details of two referees by 8th October 1986. (33003)

Physical Education

Heads of Department

BUCKINGHAMSHIRE
DAVENIES SCHOOL
Beaconsfield
IAPS 170 boys
Required in January 1987, a qualified teacher for five full-time teacher for five Government Superannuation. Non-resident.
Apply in writing with full c.v. and references to Headmaster. (33275) 203624

Other Assistants

ROMERSET
WEIRFIELD SCHOOL
300 girls 3-13
Fully qualified young athletic teacher required to take girls' Physical Education from January 1987. Resident post, but may live with some boarding duties considered. Burnham Scale.
C.V. and written application with 2 referees to the Headmistress, Weirfield School, Taunton, Somerset TA1 2LP by 17th October 1986. (32483) 202624

Science

Heads of Department

CLEVELAND
See advert under Pastoral Heads of Department, Joint Posts in this publication. (33001)

Other Assistants

LONDON SW7
GLENDOWER PREPARATORY SCHOOL
87 Queen's Gate, London SW7
Required for January 1987 part-time Science teacher to teach to Common Entrance standard.
Burnham salary scale plus Inner London Allowance.
Apply in writing with C.V. to the Headmistress. (36166)

SOMERSET
WEIRFIELD SCHOOL
300 girls 3-13
Fully qualified teacher required for January 1987 to take girls' Biology, with 11-13 year old girls and junior Chemistry with 9-13 year olds. Opportunities of additional duties may be considered. Temporary accommodation available for first few months. Salary Burnham Scale, and terms of appointment with 2 referees to the Headmistress, Weirfield School, Taunton, Somerset TA1 2LP by 17th October 1986. (32483) 202624

Modern Languages

Heads of Department

ESSEX
ALLEYN COURT PREPARATORY SCHOOL
Westcliff-on-Sea, Essex SS0 8ND
Required September 1987 Head of French to organise this subject throughout the school and teach to CEE and PSE standard.
Burnham Scale, BUPA group scheme.
Apply to the Headmaster, Alleyn Court Preparatory School, Westcliff-on-Sea, Essex SS0 8ND with C.V. and names of additional of two referees. (17699) 203618

LINCOLNSHIRE
WITHAM HALL SCHOOL
Required for January or April 1987 a qualified teacher of FRENCH and LATIN
Witham Hall (IAPS) is a small school (boys 4-13, Boarding and day). The School enjoys an excellent examination record last year. The Hall is set in beautiful surroundings in the attractive village of Witham on the Hill, which lies between STAMFORD and BOURNE. Teaching and recreational facilities are excellent and comprise: Art and Drama, A multi-purpose hall, opened in 1985, provides an indoor tennis court, badminton and soccer practice, additional all-weather pitch, and a squash court.
Burnham Scale and Government Superannuation.
Applications from those with the skills and experience to make a contribution to the musical, dramatic and athletic life of the school would be particularly welcome.
Applications (including C.V. and the names of two referees) should be made to the Headmaster, Witham Hall School, Witham on the Hill, Lincolnshire PE10 0JJ. (35016) 203624

Other Assistants

DEVON
GEOGRAPHY
Wanted January 1987 a teacher for Geography throughout the School and up to Common Entrance School. Specialist Art Master. The post includes the teaching of general science. Applicants will be expected to offer an extra curricula subject (cubs would be an advantage) and will be expected to do full duties. We would be grateful if the appointment was able to assist in Games. St John's is a Co-Educational IAPS School with 240 children between the ages of 3-13.
Please apply in writing to the Headmaster with the names and telephone numbers of three referees to St. John's School, The Vicarage Hill, Sidmouth, Devon EX10 8RG. (33393) 202424

LONDON
WILLINGTON SCHOOL
Putney
IAPS Day Preparatory School (160 boys 4½-13)
Required for January 1987 a graduate teacher of Geography throughout the School to take a major role in the coaching of soccer, rugger and cricket. Married or single accommodation available.
Salary Burnham Scale and Inner London Allowances. Government Superannuation.
Please apply to the Headmaster, Willington School, 5 Collinette Road, Putney, London SW15 6AH with curriculum vitae and the names and addresses of two referees. (32409) 202624

Music

Other Assistants

DURHAM
DURHAM CATHEDRAL CHORISTER SCHOOL
See under 'Preparatory Schools - English' for details of a linked base-lay clerk/admin. and teaching post. (32797) 203824

PLEASE MENTION THE T.E.S. when replying to advertisements

PREPARATORY SCHOOLS
continued

Other than by Subject Classification

Heads of Department

ABERDEENSHIRE
BLAIRMORE SCHOOL
Glenfiddich, Aberdeenshire AB5 4XH
L.A.P.S. Co-ed. 7+ to 13+
Required January, head of English & History. Interest in drama, liberal arts education. Resident post. Burnham Scale.
Apply Headmaster with c.v. and names, addresses and telephone numbers of two referees. (32288) 205618

CLEVELAND
Required for January or April a suitably qualified teacher to take charge of thriving, expanding Pre-preparatory Department with excellent facilities attached to main school building.
Are also advertisement under Pastoral Heads of Departments, Cleveland. This could be an ideal joint post for married couple. Accommodation may be available in separate house.
Applications with C.V. and names and addresses of two referees to The Head, Stanghow School, Saltburn, Cleveland with full C.V. & details of two referees by 8th October, 1986. (33009) 205618

SURREY
GREENACRE SCHOOL
Sutton Lane, Banstead, Surrey SM7 3RA
Member of GSA
Required for January 1987 a graduate teacher for 4-8 year olds. Burnham Scale 4 or 3 according to experience.
Please write to Headmistress by letter enclosing a c.v. and names of two professional referees. (32471) 205618

WILTSHIRE
ST MARY'S SCHOOL
Calne
An Assistant Master/Mistress is required for January to take charge of a class of 6-8 year olds in the Junior School, St. Margaret's. Ability to teach P.E. and Swimming essential; ability to play the piano an advantage. Burnham Scale plus Inner London Allowance.
Apply by letter to the Head of Lower School, enclosing curriculum vitae and the names and addresses of two referees. (32655) 205624

LONDON SE
BLACKHEATH HIGH SCHOOL GPDST
Required for January 1987, experienced infant teacher for newly formed Reception Class. Burnham Scale and Inner London Allowance.
Applications in writing, together with c.v. and names of two referees to: The Headmistress, Blackheath High School, Wemyss Road, London SE07F. (33057) 205624

LONDON
PART-TIME TEACHER required now, qualified in ILEA, remedial Maths and English, and experienced in the 4-7 years age group. Hourly rate and expenses by arrangement.
Apply to the Headmaster, Holmewood, 46 Woodside Park Rd., London N12 8RH. Tel: 01-445 7616. (32285) 205624

LONDON SW16
THE MERLIN SCHOOL
Exceptional part-time teacher wanted for new fast-growing pre-prep school (age 3 to 9).
Send C.V. and letter describing some of your best teaching ideas to Jane Ashby, 29 Holland Park Mews, London W11 3TD. (32300) 205624

LONDON
Wanted for January 1987 qualified/experienced teacher for class of 5/6 year olds. Small Independent Prep. School, NW London.
Write Box TES 00610, Priory House, St. John's Lane, EC1M 4BX. (32402) 205624

LONDON
Qualified infant teacher required from January 1987 for class of five year old boys at this Independent Preparatory School for boys, Burnham Scale, London Weighting.
Apply in writing with full C.V. and names, addresses and telephone numbers of two referees to: The Headmistress, Thorsward House School, 14 Stratleigh Gardens, Hampstead, London NW3 4NY. (32866) 205624

SURREY
HAZELWOOD SCHOOL
Limpsfield, Oxted, Surrey RH8 0DL
IAPS Day and Boarding - 257 pupils (boys and girls) - aged 3? to 13?+
QUALIFIED CLASS TEACHER
Required for January 1987 to teach English and Mathematics to 8 and 9 year olds. Although initially the post is temporary, the successful candidate may well have the opportunity of a permanent appointment. Applicants should have had some teaching experience with the age group and be willing and able to help with games, especially netball, rounders, tennis and swimming, and to take part in extra-curricular activities.
Salary: Burnham, plus Surrey Weighting Allowance.
Applications in writing with c.v. and names and telephone numbers of two referees to the Headmaster, Hazelwood School, Limpsfield, Oxted, Surrey RH8 0DL. (32455) 205624

WILTSHIRE
ST MARY'S SCHOOL
Calne
An Assistant Master/Mistress is required for January 1987 to take charge of a class of 6-8 year olds in the Junior School, St. Margaret's. Ability to teach P.E. and Swimming essential; ability to play the piano an advantage. Burnham Scale plus Inner London Allowance.
Apply by letter to the Head of Lower School, enclosing curriculum vitae and the names and addresses of two referees. (32655) 205624

LONDON
Fully qualified teacher for small class of 4-5 year olds required for January, 1987. Ability to play the piano an advantage.
Part-time music teacher also required.
Please apply in writing with C.V. to the Headmistress, German International School, 53 Sloane Gardens, London SW1W 8ED. (32706) 205624

LONDON NW1
Wanted for January 1987 an experienced and qualified teacher for four and five year olds.
Please apply in writing with curriculum vitae and names and addresses of three referees to Mr. G.J. Bray, The Hampshire School, 69 Eamont Gardens, London NW7 3NH. (33368) 205624

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL GPDST
(LOWER SCHOOL)
12 Netherhall Gardens, London NW3 5TG
Required for January, enthusiastic and creative Junior School. Experience essential. Interest and ability to play the piano an advantage. Burnham Scale plus Inner London Allowance.
Apply by letter to the Head enclosing curriculum vitae and the names and addresses of three referees to Mrs. Gray, The Hampshire School, 69 Eamont Gardens, London NW7 3NH. (33368) 205624

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL GPDST
(LOWER SCHOOL)
12 Netherhall Gardens, London NW3 5TG
Required for January, enthusiastic and creative Junior School. Experience essential. Interest and ability to play the piano an advantage. Burnham Scale plus Inner London Allowance.
Applications in writing, together with c.v. and names and addresses of two referees to: The Headmistress, Blackheath High School, Wemyss Road, London SE07F. (33057) 205624

LONDON
Required for January 1987 a qualified teacher to take charge of thriving, expanding Pre-preparatory Department with excellent facilities attached to main school building.
Are also advertisement under Pastoral Heads of Department, Cleveland. This could be an ideal joint post for married couple. Accommodation may be available in separate house.
Applications with C.V. and names and addresses of two referees to The Head, Stanghow School, Saltburn, Cleveland with full C.V. & details of two referees by 8th October, 1986. (33009) 205618

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LONDON
Required for January 1987 a qualified/experienced teacher for class of 5/6 year olds. Small Independent Prep. School, NW London.
Write Box TES 00610, Priory House, St. John's Lane, EC1M 4BX. (32402) 205624

LONDON
Qualified infant teacher required from January 1987 for class of five year old boys at this Independent Preparatory School for boys, Burnham Scale, London Weighting.
Apply in writing with full C.V. and names, addresses and telephone numbers of two referees to: The Headmistress, Thorsward House School, 14 Stratleigh Gardens, Hampstead, London NW3 4NY. (32866) 205624

SURREY
HAZELWOOD SCHOOL
Limpsfield, Oxted, Surrey RH8 0DL
IAPS Day and Boarding - 257 pupils (boys and girls) - aged 3? to 13?+
QUALIFIED CLASS TEACHER
Required for January 1987 to teach English and Mathematics to 8 and 9 year olds. Although initially the post is temporary, the successful candidate may well have the opportunity of a permanent appointment. Applicants should have had some teaching experience with the age group and be willing and able to help with games, especially netball, rounders, tennis and swimming, and to take part in extra-curricular activities.
Salary: Burnham, plus Surrey Weighting Allowance.
Applications in writing with c.v. and names and telephone numbers of two referees to the Headmaster, Hazelwood School, Limpsfield, Oxted, Surrey RH8 0DL. (32455) 205624

WILTSHIRE
ST MARY'S SCHOOL
Calne
An Assistant Master/Mistress is required for January 1987 to take charge of a class of 6-8 year olds in the Junior School, St. Margaret's. Ability to teach P.E. and Swimming essential; ability to play the piano an advantage. Burnham Scale plus Inner London Allowance. Non resident post.
Apply to the Headmistress with c.v. and references. All applications must be in by Monday, 29th September. (33223) 205624

LONDON
Fully qualified teacher for small class of 4-5 year olds required for January, 1987. Ability to play the piano an advantage.
Part-time music teacher also required.
Please apply in writing with C.V. to the Headmistress, German International School, 53 Sloane Gardens, London SW1W 8ED. (32706) 205624

Colleges of Further Education

Other Appointments

BERKSHIRE
WINDSOR AND MAIDENHEAD COLLEGE
Required for 1st January 1987: Lecturer Grade I in Bookkeeping/Accounting with ability to offer other business subjects - BTEC units.
Closing date 17th October 1986.
Further particulars and application forms can be obtained from The Principal, Windsor & Maidenhead College, Clarence Road, Windsor, Berks. Tel: Windsor 862711
An Equal Opportunities Employer. (32761) 200026

BIRMINGHAM
QUEEN ALEXANDRA COLLEGE
THE BIRMINGHAM ROYAL INSTITUTION FOR THE BLIND
P.E. LECTURER I IN CRAFTS AND DESIGN TECHNOLOGY
Applications are invited from traditional craft enthusiasts with resourcefulness and imagination for the above post, within the Department of Pre-Vocational Education in this National Further Education College for 100 blind and partially sighted students. This expanding area of College provision offers an exciting challenge for development. The position also offers experience in a student centred approach with the visually handicapped.
Further details and Application Forms from Mr. D. Somers, Head of Pre-Vocational Education, Queen Alexandra College, Court Oak Road, Harborne, Birmingham B17 9TG. Closing date for application Friday 17th October, 1986. 021-427 4577 (24536) 200056

LONDON
BOLTON METROPOLITAN COLLEGE
FACULTY OF COMMUNITY EDUCATION
LECTURER: SOCIAL CARE
To act as a tutor for the P.C.S.C. Course
Social work experience essential, teaching qualifications and experience highly desirable.
For further details and application form (to be returned as soon as possible) from:
The Chief Administrative Officer, Bolton Metropolitan College, Manchester Road, Bolton BL2 1ER.
Tel: Bolton (0204) 31411, Ext. 5308.
BMBC IS AN EQUAL OPPORTUNITY EMPLOYER. (33012) 220026

DORSET
H.M. PRISON
The Verne, Portland
Required for January 1987 Lecturer in BUSINESS STUDIES/LIBERAL STUDIES.
Application forms and further details from Education Staffing Officer, County Hall, Dorchester, to be returned by 10th October, 1986 to the Education Officer at The Verne. (11589) 220026

DORSET
BOURNEMOUTH & POOLE COLLEGE OF FURTHER EDUCATION
LECTURER I IN CONSTRUCTION (Post 2830)
Required from 1 January 1987. Applicants should be graduates or equivalent with relevant industrial experience. The successful applicant will be required to teach Construction Technology & Building Science on HNC Diploma and Certificate courses.
Salary: LI £26,643 - £11,865.
For further details and an application form, contact the Principal's Secretary, BPCFE, North Road, Parkstone, Poole, Dorset BH14 0LS. Tel: (0202) 747686. Applications to be returned within two weeks of date of advertisement. (07871) 220026

DUDLEY
METROPOLITAN BOROUGH
(Equal Opportunity Employer)
HALESOWEN COLLEGE
£9,513 - £10,164 (NJC Conditions) - a chartered librarian is required to head a small team and be responsible for all aspects of library service in this recently established and developing tertiary college.
Application forms and further details from Chief Administrative Officer, Halesowen College, Whitt-ingham Road, Halesowen, West Midlands B63 3NA, return by 17th October. (32437) 220026

DUDLEY
METROPOLITAN BOROUGH
(Equal Opportunity Employer)
Required immediately two full-time persons for temporary posts for 1 year to undertake a review of Engineering Course Provision at the 3 establishments of Further Education within the Borough. One post will be of P.L. grade to co-ordinate the project and one at L2/SL to carry out field work and obtain necessary background data for the project.
Details and job description from Clive King, Senior Administrative Assistant, Further Education Section, Weston House, Trinity Road, Dudley, West Midlands, return by 17th October 1986. (32441) 220026

ESSEX
HARLOW COLLEGE
(A tertiary college maintained by Essex County Council)
Lecturer I - COMPUTING
Required from 1 January 1987 to teach on courses of courses including BTEC, City & Guilds and G.C.E. A and O. The post could also involve teaching Computer Literacy and Programming.
Applicants should be suitably qualified and preferably have relevant teaching experience.
Closing date for applications 17 October 1986.
Further details and application form are obtainable from the Principal, Harlow College, College Square, The High, Harlow CM20 1LT, on receipt of a stamped addressed envelope.
Salary Lecturer I £6,843 - £13,656 plus London Weighting allowance. (07882) 220026

ST MICHAEL'S PREPARATORY SCHOOL
(IAPS, 300 children, Co-ed)
Five Oaks, St Saviour, Jersey, Channel Islands
For January/September 1987 full-time well-qualified
TEACHER
for seven year olds. Excellent conditions and salary.
Government superannuation.
Resident or non-resident.
Please apply in writing with photograph to the Headmaster. (33871)

PRINCE'S MEAD SCHOOL
WINCHESTER
HEADSHIP
On the retirement of the present Headmistress, applications from Teachers with experience of Independent Schools are invited for this position. Burnham Scale salary Group 3 effective 1st September 1987.
Prince's Mead, now a Charitable Trust, was established in 1949. It is a Day Preparatory School of over 200 pupils: Girls from 4-11 and Boys from 4-9.
Applications should be handwritten, accompanied by a Curriculum Vitae and the names and addresses of two referees, and sent by 31st October 1986 to the Secretary to the Board of Governors.
Prince's Mead School Trust
43 Edgar Road
WINCHESTER SO23 9TN
Hampshire. (32836)

THE VALE SCHOOL
Applications are invited for the post of
HEAD TEACHER
which will become vacant in April 1987.
The school is situated in South Kensington and is a co-educational Preparatory school taking girls up to 11 years of age and boys to 8½ years.
Salary c. £12,000.
Please apply with C.V. to:
Mrs. H. Harper,
3 Eaton Gate,
London, S.W.1. (33241)

CROYDON COLLEGE
CROYDON COLLEGE Faculty of Information Training and Social Sciences
DIRECTOR OF LEARNING RESOURCES
Head of Department Grade III
(Re-advertisement)*
To develop our Learning Resources strategy to meet College needs in the 1990s, we wish to appoint a Director, reporting to the Head of Faculty, to manage and develop the Learning Resources Division of the Faculty of Information, Training and Social Sciences Responsibilities include:
- The management and development of the College's Libraries on its main site and its two nearby Tertiary Centres.
- Provision of academic and resource management for the Computer Studies Group, which offers vocational and non-vocational courses as well a College-wide servicing in Information Technology-related topics.
- Acting as project manager for the Learning Resource Centre for Information Technology, a DES-funded project in staff and curriculum development.
- Co-ordinating the activities of the Technical Support Group to meet overall College needs for the efficient provision of audio-visual and educational technology equipment and facilities and for the first-level maintenance of microcomputing equipment.
The salary for this post will be in accordance with the current Burnham Further Education Award and is at present: Head of Department III £16,182-£17,979 inclusive of London Weighting Allowance.
For more details and an application form, write enclosing a SAE to: Assistant Principal (Personnel), Croydon College, Fairfield, Croydon CR0 1DX or telephone Tony Tessler – Head of Faculty on (01) 760 5872 during office hours.
Completed application forms should be returned within fourteen days of the appearance of this advertisement.
*Previously shortlisted candidates need not re-apply.
The London Borough of Croydon is an equal opportunity employer. (04750)

Quality Counts!
Required for Jan 1987
HEAD OF SCHOOL (post C/BS/1)
Business Services. (Lecturer Grade II in the first instance)
(re-advertisement: previous applicants will automatically be reconsidered)
To lead a team of staff responsible for a wide range of clerical secretarial and office systems courses and to manage training courses which meet the needs of commerce and industry.
LECTURER GRADE I (post C/BS/2)
Business Services
Clerical/secretarial skills essential. Experience of and a willingness to teach modern office systems and technology.
LECTURER GRADE I (post C/C/1)
Computing Systems
To teach computer applications as part of a lively and entrepreneurial team.
In all cases applicants should either be graduates or holders of appropriate professional qualifications. Preference will be given to teacher trained applicants although good industrial or commercial experience will be equally important.
Application forms and further details (SAE please) from: The Principal. (04729)
exeter college
Hele Road
Exeter EX4 4JS

Metropolitan Borough of Stockport
(An Equal Opportunity Employer)
STOCKPORT COLLEGE OF TECHNOLOGY
DEPARTMENT OF MANAGEMENT & BUSINESS STUDIES
Principal Lecturer –
Course Director for Advanced Business Studies
Applications are invited from suitably qualified persons for this important post.
Salary Scale: £14,013 – £17,619
Application forms and further details may be obtained from
The Principal
Stockport College of Technology
Wellington Road South
Stockport SK1 3UQ
Tel: 061 480 7331
on receipt of a stamped addressed envelope.
Closing date for applications: 17th October 1986. (6281)

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request

SURREY COUNTY COUNCIL

DEPARTMENT OF BUSINESS & COMPUTING STUDIES

DEPUTY HEAD OF DEPARTMENT/SENIOR LECTURER

This vacancy arises from the promotion of the previous post-holder to a Head of Department. It is a key post providing an excellent opportunity to play a major part in the organisation and development of a progressive and expanding department.

The person appointed will assist the Head of Department in the management and co-ordination of the work of the department. Responsibilities will also include marketing and publicity.

There is flexibility in the teaching duties which may be in any area of business or business computing, although the ability to offer Finance/Accounting would be helpful.

LECTURER GRADE I

To teach on BTEC and secretarial courses: Subjects to include Organisation in its Environment, Finance and Accounting (the latter to include computer applications).

LECTURER GRADE I

(One year, fixed term, renewable.)

To teach secretarial skills on Secretarial and BTEC courses. Ability to offer information processing an advantage.

DEPARTMENT OF HOTEL & CATERING, HAIRDRESSING & TOURISM

LECTURER GRADE I

(One year, fixed term, renewable.)

To teach Accommodation Services on City & Guilds 708, BTEC Diploma and other relevant courses.

DEPARTMENT OF BUILDING

LECTURER GRADE II

To take responsibility for and to teach Building Science and Materials to BTEC Building Studies, CG Craft and related courses. Suitably qualified and experienced candidates should be prepared to develop the teaching of the subject within the College.

LECTURER GRADE I

To teach Building Construction and allied subjects to BTEC and Craft students. Candidates able to offer the ability to teach Brickwork or Electrical Installation theory and practical would be preferred.

REIGATE SCHOOL OF ART AND DESIGN

LECTURER GRADE I

To teach on the newly created Design Diploma, specialising in Lettering, Calligraphy and Signwork. Candidates should be experienced in current design applications of letterforms ranging from creative lettering and calligraphy for reproduction to signwork, including painted and screened work and acrylic and neon applications.

DEPARTMENT OF SOCIAL AND COMMUNITY STUDIES

LECTURER GRADE I

(One year, fixed term, renewable.)

To contribute to the teaching of Health Studies and Child Care on range of courses, including NNEB Nursery and YTS Community Care. Applicants should preferably be qualified teachers with nursing experience and hold a qualification as a Health Visitor.

EITHER

LECTURER GRADE I

(One year, fixed term, renewable.)

To teach English and Communications on a range of courses across the college, including craft level, caring courses and GCE 'O' Level (Mode 3) and 'A' Level. The ability to contribute to the teaching of Media Studies and/or Drama would be an advantage.

OR

LECTURER GRADE II

To develop and coordinate the provision of English and Communications teaching and resources, both within the department, (including a large entry at 'O' Level (Mode 3) and AEB 'A' Level Syllabus 666), and as a service to other departments. This post will require highly developed organisational skills as well as energy and patience from the successful applicant.

Salaries (incl. allowances):—
SL £12897-£16102-£16155
LII £ 9877-£13938
LI £ 7125-£12147-£13938

It is required to fill all posts above by 1 January 1987 or as soon as possible thereafter.

Closing date: 14 days after the publication of this advertisement.

Application forms and further details from the Staff Officer, East Surrey College, Gatton Point, Redhill, Surrey RH2 0JX. Tel. Redhill 72611. (6744)

COLLEGES OF FURTHER EDUCATION
continued

ESSEX

COLCHESTER INSTITUTE
This large college of further and higher education invites applications for the following:
LECTURER I IN LEISURE AND RECREATION STUDIES to teach on various Leisure and Recreation courses. A Physical Education Specialist with experience of TVEI & Industry and interest/qualifications in Fitness Training and Sports science is sought.
LECTURER I IN TROWEL TRADES to work on Brickwork YTS, craft and related courses at all levels.
ASSOCIATE LECTURER (HALF FULL-TIME HOURS) to teach on Computing and Software Applications courses.
Further particulars obtainable from The Director, Colchester Institute, Sheepen Road, Colchester, Essex CO3 3LL. (Tel: Est. 65, 0206 572711.
Closing Date: Friday 17 October, 1986. (67876) 220036

ESSEX
CHELMSFORD COLLEGE OF FURTHER EDUCATION
Dovedale, Moulsham Street, Chelmsford CM2 0JQ
Applications are invited for the following posts:—
LECTURER GRADE II in BUSINESS & PROFESSIONAL STUDIES to teach Accounting and at least two of the following: Costing, Economics, Information Technology, Statistics and Taxation within the Dept. of Business Studies.
Experience of accounting software will be an advantage.
LECTURER GRADE I in SECRETARIAL STUDIES to teach secretarial subjects within the B.S. Dept.
LECTURER GRADE I in ELECTRONIC SUBJECTS to teach Electronics and related studies within the Engineering Department.
LECTURER GRADE I in SCIENCE to teach biological sciences on a range of courses from G.C.E. 'O' and 'A' level to H.N.C. within the Science Department.
Salaries: Lecturer Grade II £8,595 - £13,656 p.a. Lecturer Grade I £6,843 - £11,865 p.a. on appointment, rising eventually to £13,656.
Further details of ALL the above posts, together with application forms, may be obtained by sending a STAMPED AND ADDRESSED ENVELOPE to the PRINCIPAL of the College.
Closing date: Friday, 17th October, 1986. (67868) 220026

GLOUCESTERSHIRE
See display advertisement on page 36. (6679) 220036

HAMPSHIRE
CRICKLADE COLLEGE
Andover
Required for January 1987.
LECTURER I IN SOCIAL SCIENCES to teach Sociology and Government and Politics to O and A level. Ability to offer Psychology and/or History an advantage.
Cricklade is a tertiary college under FE regulations.
Salary: £6,843 - £11,865.
Further details and application forms may be obtained by writing to or telephoning the Principal, Cricklade College, Charlton Road, Andover, Hants SP10 1EJ. Tel: Andover 65311, Ext. 211. (3478) 220026

HAMPSHIRE
COUNTY COUNCIL
ALTON COLLEGE
Three LECTURER I posts are available from January 1987 at this purpose-built tertiary college to work in the Social and Business Studies Department, which offers a range of courses including BTEC National and First, CPVE, GCSE and A levels.
LECTURER I BUSINESS STUDIES
Accounts or Economics or Information Technology an advantage.
LECTURER I SOCIOLOGY
Subject responsibility.
LECTURER I GEOGRAPHY
For further details please send s.a.e. to the Principal, Alton College, Alton GU34 2LX, Hampshire (Alton 88116).
Applications, including curriculum vitae, s.a.e. and names and addresses of two referees, to be received by 15th October. The County Council pursues a policy of equality of opportunity. (33306) 220026

HERTFORDSHIRE
HATFIELD COLLEGE
BUSINESS STUDIES DEPARTMENT
LECTURER GRADE I in BUSINESS STUDIES (3 Posts)
Required from 1st January 1987 to teach on a range of advanced and non-advanced courses. A degree or professional qualification is essential and assistance would be an advantage. The following specialisations are sought: Economics, Finance, Law, Management, Marketing, Personnel or Psychology.
Salary in accordance with Burnham F.E. Scale for Lecturer Grade II £8,595 - £13,656 p.a. (progression to £13,656 plus £282 p.a. London Fringe Allowance. Progression to Senior Lecturer Scale may also be possible.
Further details and application forms available from the Vice Principal, Hatfield Technical College, Hatfield Road, St. Albans, Herts AL1 4AW. Tel: St. Albans 54931.
Closing date 17th October 1986. 220026

GWYNEDD
COUNTY COUNCIL
CYNGOR SIR GWYNEDD
Coleg Technegol Gwynedd, Bangor
Yn dilyn ar gyfer 1af o Ionawr, 1987:
PENNAETH YR ADRAN GELF A DYLUNIO
Dylid ymgeiswyr fod yn raddedigion gyda phrofiad perthnasol mewn Celf a Dylunio, yn arbenigo mewn maes cyfatal fyfforn Celf a DATEC.
Cyflog yn unol a Graddfa Addysg Bellach Burnham i Ben-iaenlu Adran Gelf a Dylunio - £14,136 - £15,033.
RHAI DARLITHYDD YN YR ADRAN.
BEIRIANNEG A GWYDDONIAETH
ar i weithredu fel Dirprwy Bennaeth Adran.
Dylid ymgeiswyr fod yn raddedigion gyda phrofiad perthnasol a dysgu cyfredol mewn Electroneg, Rydyl y sawl a lwyddo yn rhywun a fydd a'r gallu i ennyn diddordeb adran fawr amlddisgyblaeth.
Cyflog yn unol a Graddfa Addysg Bellach Burnham i Ryl Ddarlithydd - £14,784 - £16,458.
PHIP II DARLITHYDD MEWN CYFRIFIADUREG
Dylid ymgeiswyr fod yn raddedigion gyda phrofiad o ddysgu cyfrifiadureg a/neu fathemateg diweddiannol perthnasol.
Cyflog yn unol a Graddfa Addysg Bellach Burnham i Ryl Ddarlithydd - £14,784 - £16,458.
Gwyliadaeth o'r Cymraeg yn hanfodol am y swyddi uchod.
(Tan 21ain mis Awst). Advertisements for the posts of Head of Department and Principal Lecturer (Grade II); Principal Lecturer in the Department of Engineering and Science; Principal Lecturer (Computing).
DARLITHYDD MEWN ELECTRONEG
Dylai ymgeiswyr fod yn raddedigion gyda phrofiad dysgu a phrofiad diwydiannol addas.
Cyflog yn unol a Graddfa Addysg Bellach Burnham i Ryl Ddarlithydd Graddfa II - £8,595 - £13,656.
DARLITHYDD MEWN CYFRIFIADUREG
I ddysgu llythrennedd cyfrifiadurol, cyfrifiadureg a defnyddiau cyfrifiadur i lefel ymgeisyr safon ddiploma/gradd.
Cyflog yn unol a Graddfa Addysg Bellach Burnham i Ddarlithydd Graddfa II - £8,595 - £13,656.
Rhoddir blaenoriaeth i ymgeiswyr gwybodaeth am y Gymraeg ychwaith.
Further details and application forms from the Principal, Gwynedd Technical College, Ffordd Friddoedd, Bangor. (Ffon: Bangor 364186).
Closing date: 13 October, 1986. (Ref. 6775) 220026

HERTFORDSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BECKET RUM COLLEGE
Marlowes, Hemel Hempstead, Herts. HP1 1HD
Tel: Hemel Hempstead 63771
Required from 1 January 1987 (or earlier if possible)
LECTURER FOR ACCOUNTS/FINANCE (Up to GCE A/BTEC National level) with secondary teaching. Applicants must be competent in computer applications in the above subject areas.
Salary within the Lecturer I/II Range £6,843 to £13,656 (plus £282 London Fringe Area Allowance).
LECTURER FOR SECRETARIAL SUBJECTS (including Teeline Shorthand). Applicants must have knowledge of Word Processing and related computer applications.
Salary within the Lecturer I Range £6,843 to £11,865 (plus £282 London Fringe Area Allowance).
Applications to the Principal by letter, giving qualifications, career details and the names of two referees, within 10 DAYS OF THIS DATE OF THIS ADVERTISEMENT. For an informal discussion about either of these posts, telephone Mr. R.A. Alford on the above number. (33955) 220026

HERTFORDSHIRE
COUNTY COUNCIL
EQUAL OPPORTUNITIES EMPLOYER
ST ALBANS COLLEGE
DEPARTMENT OF GENERAL STUDIES
LECTURER I in MATHEMATICS/COMPUTING required from the 1st January or earlier to teach either or both subjects to GCE 'A'/BTEC National Level standard.
Salary scale: £6,843 - £11,865/£13,656 plus £282 London Fringe Allowance.
Application form and further details from the Personnel Officer, St Albans College, Hatfield Road, St Albans, Herts AL1 3RJ. (Tel: St Albans 364931).
Closing date 17th October 1986. 220026

RUMBERSIDE
COUNTY COUNCIL
GRIMSBY COLLEGE OF TECHNOLOGY
LECTURER II - Hotel & Catering Studies
To teach both Practical Cookery and Theoretical Subjects. Courses include BTEC Diploma in Hotel, Catering and Institutional Operations, BTEC Certificate, City & Guilds 705, 706 and 707, Food Service, Office, Licensed Trades and Wine Courses.
Extensive experience required in catering industry; appropriate academic/professional qualifications also required.
Salary Scale: £8,595 - £13,656 p.a. dependent upon qualifications and experience.
Further details and application form available upon receipt of S.A.E. from the Personnel Section, Grimsby College of Technology, Nuns Corner, Grimsby, South Humberside DN34 5BQ, to whom they should be returned by 17th October 1986. (33971) 220026

WEST GLAMORGAN
County Council

Education Department

LECTURING VACANCIES

Applications are invited for the following post to commence January 1987 or earlier where possible.

Swansea College, Tycoch Road, Sketty, Swansea SA2 9EB.

Lecturer I Reception and Front Office Operations.

Applicants should have a realistic insight into the duties and responsibilities of staff working in the Front Office of an hotel, possibly in General Reception. The successful candidate should be fully conversant with modern office technology and techniques, and have good industrial or commercial experience, combined preferably with teaching or training experience.
(Post Ref. 3:21:86).

Application forms and further particulars can be obtained from the College on receipt of a large stamped addressed envelope, quoting the post reference.

The CLOSING DATE for receipt of completed application forms is Thursday, 16th October, 1986.

John Beale,
Director of Education.

ACTON TECHNICAL COLLEGE

FE Teachers Certificate

PART-TIME LECTURER

required to do some teaching and supervision of teaching practice on the

C&G 730 FE Teachers Certificate Course.

Well qualified, experienced applicants should contact:

The Head of Department,
Business and General Studies,
Acton Technical College,
Mill Hill Road, Acton W3 8UX.

Required for 1st January 1987:
Department of Business Studies

LECTURER II
Departmental YTS Co-ordinator

Applicants should be able to teach Secretarial Studies and/or Business Studies. An ability to teach Information Technology would be an advantage.

Department of Adult Education

LECTURER II
Tutor-Organiser for Adult Basic Education

An experienced FE/AE Organiser with a sound knowledge of developments relating to A.B.E. and Special Needs work is required to organise the local programme of A.B.E. classes and undertake an appropriate teaching commitment.

Department of Engineering

LECTURER I
Practical Electronics and Allied Subjects

Applications are invited from suitably qualified persons for the post.

The person appointed will be required to teach electronics students mainly at first and second year levels on BTEC, CDL, YTS, C & G and BTEC Courses.

Application forms and further details obtainable from the Principal's Secretary, East Herts College, Turnford, Broxbourne, EN10 6AF (0992-466461). Closing date: 14 days from the appearance of this advertisement. (6777)

EAST HERTS COLLEGE
TURNFORD, BROXBOURNE
Tel. Hoddesdon 466451

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY COLLEGE OF TECHNOLOGY
Applications are invited for the following posts:—
Department of Electrical & Electronic Engineering
SENIOR LECTURER in ELECTRONIC ENGINEERING
The person appointed will be required to be responsible for the development of new courses in digital electronics and microprocessor-based systems, for industrial training short courses as well as BTEC & City & Guilds Courses.
Salary in accordance with Burnham F.E. Scale for Lecturers Grade II £8,843 - £11,865 p.a. progression to £13,656 p.a. plus £282 p.a. Fringe Allowance.
Further details and application forms available from the Chief Administrative Officer, Medway College, Hempstead Road, Watford WD1 3EZ (Tel: Watford 37531). (33185) 220026

UXBRIDGE
Technical College
Park Road Uxbridge Middx UB8 1NQ
Tel: UX(0895) 30411/5
London Borough of Hillingdon Education Authority

Applications are invited for the following appointments as soon as possible

LECTURER GRADE II
in MATHEMATICS

To take responsibility for all mathematics teaching including GCE 'A' and 'O' Level courses.

Applications are invited for the following appointments with effect from 1st January 1987.

LECTURER GRADE I
in MATHEMATICS

To teach mainly GCE 'A' and 'O' Level courses.

LECTURER GRADE II
in BIOLOGICAL SCIENCES

To take responsibility for all Biology, Environmental Science and Health teaching including GCE 'A' and 'O' level courses.

LECTURER GRADE I
in MECHANICAL ENGINEERING

To teach BTEC units in Engineering Science, Mathematics and Engineering Drawing to National Certificate level. An interest in computing and relevant industrial experience will be expected.

LECTURER GRADE I
in ELECTRICAL INSTALLATION

To teach CGL1.236 to C. Certificate Level. Applicants must be prepared to offer practical classes and relevant industrial experience will be expected.

Salary Scales

Lecturer Grade II:– £8,595 to £13,656 per annum
Lecturer Grade I :– £6,843 to £11,865 per annum starting point depending on qualifications and experience.

All plus Outer London Weighting £726 per annum.

Application forms and further particulars from the Principal, Uxbridge Technical College, Park Road, Uxbridge, Middlesex, UB9 1NQ, returnable within fourteen days of the date of this advertisement. (04704)

LANCASTER
BEAUMONT COLLEGE OF FURTHER EDUCATION
Lancaster
LECTURER I
Scale: Further Education. (33425) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATIONAL TECHNOLOGY
SERVICE
LECTURER II (Assistant in Charge)
Salary £8,595 - £13,656 p.a.
Required to undertake the coordination of a programme of activities for teachers, students and pupils, some evening and weekend work as well as daytime commitment. The person appointed should be an experienced teacher of English as a Foreign Language. An interest in Computer Assisted Learning would be a strong recommendation. Entry point on the scale according to qualifications and experience.
Further details are obtainable from and returnable to the Director of Education Hall, International, Retford, Notts, DN22 0PH. Tel: Retford 706441. Closing date 21 October.
An Equal Opportunity Employer. (33039) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL
CLARENDON COLLEGE OF FURTHER EDUCATION
LECTURER I IN SOCIOLOGY
£6,843 - £11,865 p.a.
Required to teach mainly to full-time students on GCE 'O' and 'A' Level Courses and to students on City & Guilds Social Studies Swivil Work Courses. An ability to teach an associated subject would be an advantage. Entry point on the scale according to qualifications and experience.
Application forms and further details are available from the Principal, North West Kent College of Technology, Miskin Road, Dartford, Kent DA1 2LU. Tel: Dartford 23471. (33261) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL
CLARENDON COLLEGE OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES (2 Posts)
Required to teach mainly to full-time students on GCE 'O' and 'A' Level Courses and to students on City & Guilds Social Studies Swivil Work Courses. An ability to teach an associated subject would be an advantage. Entry point on the scale according to qualifications and experience.
Application forms and further details are available from the Principal, North West Kent College of Technology, Miskin Road, Dartford, Kent DA1 2LU. Tel: Dartford 23471. (33260) 220026

OXFORDSHIRE
COUNTY COUNCIL
RYCOTEWOOD COLLEGE
Priest End, Thame OX9 2AF

Full-time LIBRARIAN REQUIRED FROM September 1986.

Salary £6,234 - £7,713 according to age and qualifications.

Further particulars from The Principal, SAE please.

An Equal Opportunity Employer. (329951) 220026

CHESTER COLLEGE OF FURTHER EDUCATION
Eaton Road, Handbridge, Chester, CH4 7ER
Telephone Chester 677677

Lecturer I In Computing

Applications are invited from suitably qualified and experienced candidates for the post of Lecturer I in Computing.

Applicants should be capable of teaching to BTEC National Level. Teaching experience would be desirable and recent commercial experience an advantage.

Application forms can be obtained from the Principal on receipt of a stamped addressed envelope and should be returned by Friday 17 October. (6230)

Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER

The following are required for the dates stated, and the closing date for all posts is 16th October, 1986.

W. R. TUSON COLLEGE, ST. VINCENT'S ROAD, FULWOOD, PRESTON

1st January 1987

LECTURER 1 – DIVISION OF COMMUNITY CARE

To teach aspects of care and related subjects.

1st January 1987, or as soon as possible.

ASSOCIATE LECTURER – DIVISION OF SCIENCE INDUSTRIES

(90% of Lecturer Grade I)

To teach catering practice and theory and related subjects.

Forms/further details from/to Acting Chief Administrative Officer at the College.

RUNSHAW TERTIARY COLLEGE, LANGDALE ROAD, LEYLAND, PRESTON

1st January 1987

LECTURER 1 – COMMUNICATIONS

Applicants should be graduates and teacher-trained.

Forms/further details from/to the Principal at the College.

ACCRINGTON AND ROSSENDALE COLLEGE, SANDY LANE, ACCRINGTON

As soon as possible

FOUR POSTS:

1. LECTURER GRADE I – BASIC EDUCATION

To teach Basic English mainly to adults, and to young people with learning difficulties.

2. LECTURER GRADE I – BUSINESS AND MANAGEMENT STUDIES

Successful experience in the application of new Technology to business subjects is essential.

3. LECTURER GRADE I – MOTOR VEHICLE STUDIES

Knowledge and experience of automative electronics would be an advantage.

4. ASSOCIATE LECTURER (PRO RATA GRADE I) – DANCE – (20 HOURS PER WEEK)

To contribute to rapidly developing range of expressive arts courses.

Forms/further details for these FOUR POSTS from/to District Education Officer, Education Officer, Ewbank House, Cannon Street, Accrington.

(6300)

OLDHAM
OLDHAM COLLEGE OF TECHNOLOGY
Rochdale Road, Oldham OL9 6AA
Tel: 061 624 5214

Required from 1st January 1987.
LECTURER GRADE II
324/86 Computer-Aided Engineering
LECTURER GRADE I
325/86 Electrical & Electronic Engineering
326/86 Food Preparation.
327/86 Photography.
329/86 MARKETING.
OFFICER (PICK UP).
£12,500 - £13,500.
Temporary for 18 months.
Application forms and further details from Mrs D. Ashley enclosing s.a.e. marked with post reference number/s).
Application forms to be returned by 13 October. 220026
(329471)

COLWYN BAY – NORTH WALES

LLANDRILLO TECHNICAL COLLEGE

Required from 1st January, 1987:-

LECTURER GRADE II
IN SECRETARIAL STUDIES – Salary Scale £8595 – £13656 per annum.

Application form and further details are available from the Senior Administrative Office, Llandrillo Technical College, Llandudno Road, Rhos-on-Sea, Colwyn Bay, Clwyd, LL28 4HZ. Telephone No. Colwyn Bay (0492) 46666. Closing date for receipt of completed application forms October 13th 1986. (04714)

SURREY EDUCATION COMMITTEE
BROOKLANDS TECHNICAL COLLEGE
HEATH ROAD WEYBRIDGE SURREY

Lecturer II – YTS Co-Ordination

Primarily to assist with administration of College's YTS programmes. Administrative/organizational ability required. Some teaching on programmes also involved. Sound knowledge and experience of Youth Training Scheme essential.

Salary Scale: Lecturer II – £8,595-£13,656 per annum
plus £282 per annum London Fringe Area Allowance

Commencing salary dependent upon qualifications and experience.

Generous relocation expenses in approved cases.

Further details and application form from the Principal to be returned by MONDAY 13 OCTOBER 1986. (04740)

Guildford College of Technology

Hotel and Catering Department

Temporary Lecturer Grade I in Beauty Therapy

Maternity Leave Cover.

To teach the theory and practice of Beauty Therapy, Electrical Epilation, Manicure and Cosmetic make-up on City and Guilds courses.

To assist a senior member of staff in administration duties including the supervision of students, industrial placements.

SALARY: £8,843–£11,865 plus £282 fringe area allowance.

Application forms and further details from: The Staffing Officer, Guildford College of Technology, Stoke Park, Guildford, Surrey GU1 1EZ. (S.A.E requested – quote Post Ref: Temp/LI).

CLOSING DATE 17th OCTOBER 1986. (6230)

GCT

COLLEGES OF FURTHER EDUCATION
continued

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
ECCLES ADULT EDUCATION CENTRE
Green Lane, Eccles, Manchester M30 0HP
ENGLISH/COMMUNICATIONS LECTURER
Salary in accordance with Burnham F.E. Lecturer Grade II. To commence January 1st 1987.
For application form and job description write or phone Eccles Adult Education Centre. Tel: 061-789 1894. (32895) 220046

SOMERSET
COUNTY COUNCIL
BRIDGWATER COLLEGE
Bridgwater

(Tertiary College)
For January 1987, LECTURER IN NUMBER, COMMUNICATION, SOCIAL AND LIGHT HAND SKILLS TO STUDENTS WITH MODERATE LEARNING DIFFICULTIES.

Background in Occupational Psychology or Special Education (particularly adults) particularly welcomed.

Application form and further details from the Principal at the college. Closing date 15th October 1986.

An Equal opportunities employer. (32753) 220026

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

RICHMOND UPON THAMES COLLEGE

EDUCATION COMMITTEE

SENIOR LECTURER IN TELEVISION/FILM

Salary: Senior Lecturer £15,615 - £16,815 plus £726 Outer London Allowance per annum

Required from January 1987.

Application are invited for this new and exciting Senior post in the School of Arts.

Candidates must have proven experience of working within the TV industry, teaching experience on B/TEC courses, planning administrative abilities linked with a creative approach to curriculum design.

The successful candidate will be overseeing TVEI, TV and Media initiatives and developing a new B/TEC course for B/TEC submission, and would be expected to have a significant educational role across the curriculum within the School of Arts.

Please enclose a stamped addressed envelope for further particulars and application form, returnable within two weeks, obtainable from The Administrative Assistant (Personnel), Richmond Upon Thames College, Egerton Road, Twickenham TW2 7SJ. (96600) 220026

STAFFORDSHIRE
STAFFORD COLLEGE OF FURTHER EDUCATION

LECTURER GRADE II IN FASHION/PATTERN CUTTING

£8,595 - £13,656

Application forms and further particulars are available from the Chief Administrative Officer, Stafford College of Further Education, Earl Street, Stafford ST16 2QR.

Canvassing will disqualify.

Trade union membership is encouraged.

An equal opportunity employer.

STAFFORDSHIRE COUNTY COUNCIL. (33097) 220026

SOMERSET
COUNTY COUNCIL

SOMERSET COLLEGE OF AGRICULTURE AND HORTICULTURE
Cannington

LECTURER 1A IN HORTICULTURE

Applications are invited from suitably qualified and/or experienced persons for a challenging new extra-mural post within the Horticulture department. The postholder will be involved in the teaching of vocational horticulture and in the development of a new site.

The post in the first instance is for a minimum of one year.

Salary is on scale 1A, at present £6,843 to £11,865 per annum, starting point dependent on qualifications and relevant experience.

Application forms and further details (stamped addressed envelope please) are available from the Clerk to the Governors, to whom they should be returned by Monday 13th October.

An equal opportunities employer. (32752) 220026

STAFFORDSHIRE
STOKE ON TRENT CAULDON COLLEGE OF FURTHER AND HIGHER EDUCATION

LECTURER GRADE I IN TRADES UNION STUDIES

LECTURER GRADE I IN PHYSICAL EDUCATION

LECTURER GRADE I IN SPECIAL NEEDS

£6,843 - £11,865 progressing to £13,656

Application forms and further particulars are available from the Vice Principal, Stoke on Trent Cauldon College of Further and Higher Education, Stoke Road, Shelton, Stoke on Trent ST4 2DD.

Tel: Stoke on Trent (0782) 202561, Ext. 347 or 306.

Canvassing will disqualify.

Trade union membership encouraged.

An equal opportunity employer.

STAFFORDSHIRE COUNTY COUNCIL. (33096) 220026

SURREY
EDUCATION COMMITTEE
NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell, Epsom, Surrey KT17 3DS

Applications are invited for the following post to be filled as soon as possible:
DEPARTMENT OF CONSTRUCTION STUDIES
LECTURER I IN GENERAL & COMMUNICATION STUDIES
Required as soon as possible to teach Craft and YTS students in Building and also to contribute to Access courses in Applied Science and Construction.

Salary Scale: LECTURER I £6,843 - £11,865 p.a. Plus £264.00 p.a. London Fringe Allowance. Generous relocation expenses in approved cases.

Further information about the posts and application forms can be obtained from the Vice-Principal, NORCOTT, Reigate Road, Ewell, Epsom, Surrey KT17 3DS. Please send a stamped addressed envelope. (32481) 220026

WALSALL
WALSALL COLLEGE OF TECHNOLOGY
DEPARTMENT OF GENERAL STUDIES

Lecturer I required to teach a wide range of students, from access to degree level, whose literacy needs involving.

This successful unit would be required to develop Literacy Work, Open Learning, Study skills and Remedial work.

Applicants, preferably teachers and/or graduates, could also be responsive to Communications and Life Skills.

For an application form, further details, please send stamped addressed envelope to The Principal's Secretary, Walsall College of Technology, St. Paul's Street, West Midlands, WS1 1DG. Walsall is an Equal Opportunities Employer. (33260)

Highbury College

MECHANICAL ENGINEERING DEPARTMENT

PRINCIPAL LECTURER IN PRODUCTION ENGINEERING

Salary £14,784–£18,588

Applications are invited from graduate engineers having experience and interest in the development of modern production engineering subjects and associated laboratories.

Relevant industrial experience is essential together with the ability to teach manufacturing technology and related subjects to BTEC Higher Certificate level.

Further particulars and application forms from College Office on Extension 225 to whom completed application forms should be returned within a fortnight of the appearance of this advertisement. Cosham, Portsmouth PO6 2SA, Telephone (0705) 383131. (0470)

Nene College Northampton

Faculty of Mathematics, Management & Business

The following vacancies have arisen to be filled as soon as possible:

A. LECTURER GRADE 1 IN ECONOMICS
– to teach on degree, BTEC and professional courses.

B. TEMPORARY LECTURER 2 IN MANAGEMENT STUDIES (2 posts)
These two temporary one year appointments are suitable for individuals who are able to commence work immediately. Applicants should be able to offer one specialist subject as well as the ability to contribute to general management and business studies courses.

For further information and an application form send an SAE to: The Dean, Faculty of Mathematics, Management & Business, Nene College, Moulton Park, Northampton, NN2 7AL (tel. 0604-715000, ext.359), quoting the post you are interested in.

TRESHAM COLLEGE

Lecturer I in

BEAUTY THERAPY

Required from 1st January, 1987 or earlier if possible.

Suitably qualified/experienced staff are invited to apply for this post to teach on a course leading to the award of the City and Guilds Beauty Therapy Certificate. Experience in beauty therapy techniques, including electrolysis and body correction, is required. This post could suit either someone seeking to enter the profession, or someone with teaching experience.

Salary: £6,843–£11,865. F.E. Conditions of service will apply.

The County Council welcomes applications regardless of racial or ethnic origin, sex, marital status or disability.

Further details and an application form can be obtained on receipt of a large S.A.E. to:–

The Principal's Secretary, Tresham College, St. Mary's Road, Kettering, Northants. Tel: Kettering 85353, Ext. 205. (8220)

HERTFORDSHIRE COUNTY COUNCIL

Stevenage College
Monkswood Way, Stevenage, Herts. SG1 1LA

Department of General Education

Lecturer I in Chemistry

Required for January 1987 (or earlier if possible) a suitably qualified graduate to teach Chemistry to GCE 'A' level and 'O' level/GCSE students and Science to students following YTS, CPVE, or Hairdressing and Beauty courses.

Further particulars and application forms are available from the Principal, to whom they should be returned within 14 days of the appearance of this advertisement.

Quality Counts!

Required for Jan 1987

LECTURER GRADE II/ SENIOR LECTURER MANAGEMENT STUDIES (Post C/BS/2)

Applications for the above post are invited from suitably qualified and experienced candidates who can provide effective leadership in the development of Management Courses including DMS, HNC and Short Courses for local employers.

This post offers first class career prospects for someone with the necessary drive and ambition.

Application forms and further details (SAE please) from The Principal.

exeter college
Hele Road
Exeter EX4 4JS

DE HAVILLAND COLLEGE
The Campus, Welwyn Garden City, Herts
DEPARTMENT OF COMMUNICATIONS AND SCIENCES

Lecturer Grade II in Health and Social Care

To lead and develop the Caring courses in the Department and share in the administration and tutoring of the existing Pre-Nursing and Health courses.

This post offers opportunities for a person who may be seeking promotion within a few years and the successful candidate will be given every assistance in developing this area of work.

Candidates should have appropriate professional qualifications in the field of Health and Social Care and proven teaching experience with FE students.

Salary: £8,595 - £13,656 per annum plus £282 "fringe" allowance.

Forms and further details from The Principal, de Havilland College, The Campus, Welwyn Garden City, Herts AL8 6AH. (Telephone: Welwyn Garden 326318 ext 21).

Completed applications should be returned by Friday, 17 October 1986. (04723)

LOWESTOFT COLLEGE
SCHOOL OF ART AND DESIGN
Required for 1 January 1987.

Lecturer Grade II in Graphic Design

to operate as Course Tutor for the BTEC National Diploma in Graphic Design and to contribute to the teaching of Visual Communications throughout the department.

Applicants should have graduate or equivalent professional qualifications and some teaching experience at BTEC National Diploma level. Preference will be given to candidates with a teaching qualification and an interest in developing Computer Aided Design across a range of curricular initiatives.

Salary: Burnham Teachers in FE Establishments
Lecturer Grade II £8,595 - £13,656
Starting point dependent on age and qualifications

Further particulars and application form may be obtained from The Principal, Lowestoft College, St Peter's Street, Lowestoft, Suffolk, NR32 2NB. Closing date for receipt of applications will be 14 days from the appearance of this advertisement. (04743)

Suffolk County Council

HERTFORDSHIRE COUNTY COUNCIL

Stevenage College
Monkswood Way, Stevenage, Herts. SG1 1LA

Department of Business Studies and Information Systems

Lecturer II in Business Studies

Applications are invited from suitably qualified persons who are able to teach several of the following subjects: Accounting, Bookkeeping, Business Calculations, Finance, and Business Applications of Computers. The post is tenable from 1st January 1987 or earlier if possible.

Further particulars and application forms are available from the Principal, to whom they should be returned within 14 days of the appearance of this advertisement. (8261)

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

EDUCATION – SOUTHERN
NORTHBROOK COLLEGE DESIGN + TECHNOLOGY
Broadwater Road, Worthing
West Sussex BN14 8HJ

LECTURER II/ SENIOR LECTURER IN LAW

Applications are invited from suitably qualified persons for the above post to commence on 1st January or as soon as possible thereafter, as Lecturer-in-Charge of the Law Section of the Business Studies Department. Applicants should be prepared to teach Company Law relating to Banking on professional courses together with Business Law on AFE/NAFE courses.

Salary: Lecturer II Scale £8,595–£13,656.

Further particulars and application form from Personnel Officer on receipt of large s.a.e. (8260)

west sussex

Kingston College of Further Education, Information Technology Development Unit, Kingston Hall Road, Kingston upon Thames, Surrey KT1 2AQ

Required for January 1987, a

Lecturer Grade II in Information Technology

Post No. 87 10 07

The ITDU is a national focus for development work linking Expert Systems and Education/Training. The person appointed should have a broad based knowledge of IT but not necessarily of Expert Systems. Responsibilities include courses for students and staff throughout the College (eg Electronics, Business Studies & Hairdressing) and a significant proportion of time will be available for curriculum development work.

Salary Scale £8595-£13656 plus London Allowance £726.

Closing date for applications 10th October 1986.

Write to the Principal, Kingston College of Further Education, Kingston Hall Road, Kingston upon Thames, Surrey KT1 2AQ. (8259)

EDUCATION – SOUTHERN
NORTHBROOK COLLEGE DESIGN + TECHNOLOGY
Broadwater Road, Worthing
West Sussex BN14 8HJ

PRINCIPAL LECTURER IN ACCOUNTANCY

Applications are invited from suitably qualified persons for the above post to commence January. The post carries responsibility for the academic leadership and organisation of the accountancy section of the department, comprising a range of full-time and part-time accountancy courses. Applicants should be prepared to teach accountancy subjects to final professional level, have an interest in and experience of the use of computers in this field.

Salary – Principal Lecturer scale: £14,784–£16,434 plus – £18,588.

Further particulars and application form from Personnel Officer on receipt of s.a.e.

west sussex

COLLEGES OF FURTHER EDUCATION
continued

WARWICKSHIRE
SOUTH WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
The Willows North,
Alcester Road, Stratford-upon-Avon CV37 9QR

DEPARTMENT OF HOTEL AND CATERING TECHNOLOGY

The following post is available from 1st January 1987:

LECTURER II IN HOTEL AND CATERING MANAGEMENT. Salary scale £8,595 to £13,656.

Application form and further details are available from the Principal's secretary (Tel: 0789 66245). Closing date 13th October.

Warwickshire is an equal opportunities employer. (32965) 220026

WARWICKSHIRE
NORTH WARWICKSHIRE COLLEGE OF TECHNOLOGY AND ART
Hinckley Road, Nuneaton CV11 6BH

SCHOOL OF CONTINUING EDUCATION

LECTURER IN COMPUTING

A Lecturer is required, as soon as possible, to teach on a wide range of courses including YTS and GNVQ Levels, YTS and BCS Part 1.

Teaching and relevant industrial/commercial experience would be an asset.

LECTURER I in DANCE

A Lecturer Grade I in Dance is required, as soon as possible, to join a highly successful team working on the Thamesdown Community Arts Foundation Dance Course and on recreational community/Swindon College programmes including 'A' level Dance and GCSE courses.

Teaching and choreographic experience combined with admin ability essential.

The post may be permanent or temporary for one year depending on the skills and interests of the applicants.

DEPARTMENT OF BUSINESS STUDIES

LECTURER I in ECONOMICS

Required as soon as possible to teach on BTEC 'A' level and Professional courses. Ability to offer another business subject, e.g. Accounting, Travel and Tourism, would be an advantage.

DEPARTMENT OF ADULT STUDIES

LECTURER I in SPECIAL EDUCATION

Required as soon as possible a person to teach in the College's outreach provision at Pevsey Hospital for students with severe learning difficulties and/or multiple handicaps.

Candidates should be qualified teachers with appropriate experience in this area of work.

WILTSHIRE AREA MANAGEMENT CENTRE

CONSULTANT/SENIOR LECTURER IN FINANCE & COMPUTING

To train supervisors and middle managers in the skills of financial management and computing, and to contribute in this area on professional supervisory and management courses.

Applicants should be capable of designing and delivering tailor-made management development programmes in these areas for client organisations. They should have had substantial management experience including experience of the application of computers to the management function.

TRAINER/LECTURER L9/ 51.

To train Supervisors and Middle Managers in the skills of Manpower Management and to contribute in this area on Professional Supervisory and Management Courses. Applicants should have substantial management experience including responsibility for Supervisory and Management Training. Experience of the application of computers to the management function would be an advantage. They should also be capable of designing and delivering tailor-made management development programmes for client organisations.

DEPARTMENT OF ENGINEERING TECHNOLOGY

LECTURER GRADE I IN ELECTRONICS, ELECTRICAL ENGINEERING, ELECTRICAL INSTALLATION

Applications are invited for Teaching Posts in any of the above fields from suitably qualified Engineers.

Further details and application forms (SAE please) are obtainable from Mr. C. Brain, Principal, Swindon College, Regent Circus, Swindon SN1 1PT.

Salary: L2/5L within the range £8,595 - £13,656 with eventual progression to £15,675 (under review).

L1 within the range £6,324 - £11,847 with eventual progression to £13,545 (under review).

Closing Fourteen days from advertisement date. (33630) 220026

WILTSHIRE
SWINDON COLLEGE

DEPARTMENT OF SCIENCE AND HUMANITIES

LECTURER in COMPUTING

EDUCATION COMMITTEE

SENIOR LECTURER IN BUILDING

Salary £12,615 - £14,820 plus £726 Outer London Allowance per annum

Required as soon as possible Senior Lecturer in Building to join the School of Technology's Civils Team/Survey College, to teach Building Construction, other Building subjects to HC level and including some Building Science and/or Maths.

The successful candidate will assist the Head of Team (Construction & Civil Engineering) with departmental business, and will also have to remit for developing subjects to the broad pan-college courses to meet local employers needs.

Applicants should have teaching and industrial experience and be educated to degree level and/or hold membership of C.I.O.B.

LECTURER I - CARPENTRY & JOINERY IN CONSTRUCTION CRAFTS

Salary: £8,843 - £11,865 plus £726 Outer London Allowance per annum.

Required immediately Lecturer I in Carpentry and Joinery.

To teach City and Guilds and courses up to Advanced Craft level and Y.T.S. full time courses in Carpentry and Joinery.

Applicants should possess advanced Craft Certificate in Carpentry and Joinery or suitable experience. Teaching experience would be an advantage.

LECTURER I GENERAL ART AND DESIGN - CERAMICS

Part-time for 1 year 63% of full-time.

Salary: Pro-rata £6,843 - £11,865 plus £726 Outer London Allowance.

Required until 31.8.87, to start as soon as possible.

This post will mainly be concerned with teaching on the B/TEC General Art and Design course.

A strong emphasis will be placed on the candidates experience of industrial ceramics and attitude towards design education.

Forms and further details (foolscap s.a.e.) from Administrative Assistant (Personnel), Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ returnable 17.10.86. (96598) 220026

WEST SUSSEX
COUNTY COUNCIL
NORTHBROOK COLLEGE DESIGN & TECHNOLOGY
Broadwater Road, Worthing, West Sussex BN14 8HJ
DEPARTMENT OF OFFICE STUDIES AND TECHNOLOGY
LECTURER GRADE II IN OFFICE STUDIES

Required from January 1987 to teach Typing, Shorthand, Typewriting, Audio-typing, Office Procedures, Word and Information Processing.

The applicant will be required to assist with the organisation and development of Word and Information Processing within the department and to liaise with other departments and to co-operate in the College-Wide development of IT.

The applicant will also act as Course Tutor and must be prepared to assist in the general organisation, administration and development of the department.

The department consists of 16 full-time members of staff, including 2 Senior Lecturers. All the staff work well together as a team and it is essential that the person appointed will maintain close liaison and co-operation.

Salary is in accordance with the Burnham F.E. Report on an incremental scale within the range £8,595 - £13,656. Starting point dependent upon qualifications and experience.

Further particulars and application form from the Staffing Officer on receipt of large s.a.e.

Closing date 17th October (38495) 220026

Colleges and Departments of Art

Other Appointments

CUMBRIA
CUMBRIA COLLEGE OF ART AND DESIGN

Applications are invited for the following posts for January 1987:

LII in CERAMICS

To be course tutor on the BTEC HND Design Crafts course, with responsibility for the section and servicing across the section. Candidates should have sound organisational skills and a commitment to contemporary design and a knowledge of industrial techniques.

LII in INDUSTRIAL DESIGN

To be course tutor on the BTEC Diploma in 3D Design and contribute to other BTEC Diploma/Higher Diploma courses, as appropriate. An ability as a visualiser with strong drawing board skills, model-making and/or associated workshop skills would be an advantage.

LI IN COMPLEMENTARY STUDIES

To teach film studies, literature and communication skills to students on BTEC Higher Diploma, Diploma and Foundation Studies courses.

Salary Scales:

Lecturer II £8,595 - £13,656. Progression to Senior Lecturer is by merit subject to efficiency and level of work.

LI £6,843 - £13,656. Starting point dependent on qualifications and experience.

This post will mainly be concerned with teaching on the B/TEC General Art and Design course.

A strong emphasis will be placed on the candidates experience of industrial ceramics and attitude towards design education.

Applicants should be capable of designing and delivering tailor-made management development programmes in these areas for client organisations. They should have had substantial management experience including experience of the application of computers to the management function.

Applicants should have graduate or equivalent professional qualifications and some teaching experience at BTEC National Diploma level. Preference will be given to candidates with a teaching qualification and an interest in developing Computer Aided Design across a range of curricular initiatives.

Salary: Burnham Teachers in FE Establishments
Lecturer Grade II £8,595 - £13,656
Starting point dependent on age and qualifications

Further particulars and application form may be obtained from The Principal, Lowestoft College, St Peter's Street, Lowestoft, Suffolk, NR32 2NB. Closing date for receipt of applications will be 14 days from the appearance of this advertisement.

Forms and further details (foolscap s.a.e.) from Administrative Assistant (Personnel), Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ returnable 17.10.86. (96598) 220026

Required as soon as possible Senior Lecturer in Building to join the School of Technology's Civils Team/Survey College, to teach Building Construction, other Building subjects to HC level and including some Building Science and/or Maths.

The successful candidate will assist the Head of Team (Construction & Civil Engineering) with departmental business, and will also have to remit for developing subjects to the broad pan-college courses to meet local employers needs.

Applicants should have teaching and industrial experience and be educated to degree level and/or hold membership of C.I.O.B.

LECTURER I - CARPENTRY & JOINERY IN CONSTRUCTION CRAFTS

Salary: £8,843 - £11,865 plus £726 Outer London Allowance per annum.

Required immediately Lecturer I in Carpentry and Joinery.

To teach City and Guilds and courses up to Advanced Craft level and Y.T.S. full time courses in Carpentry and Joinery.

Applicants should possess advanced Craft Certificate in Carpentry and Joinery or suitable experience. Teaching experience would be an advantage.

LECTURER I GENERAL ART AND DESIGN - CERAMICS

Part-time for 1 year 63% of full-time.

Salary: Pro-rata £6,843 - £11,865 plus £726 Outer London Allowance.

Required until 31.8.87, to start as soon as possible.

This post will mainly be concerned with teaching on the B/TEC General Art and Design course.

A strong emphasis will be placed on the candidates experience of industrial ceramics and attitude towards design education.

Forms and further details (foolscap s.a.e.) from Administrative Assistant (Personnel), Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ returnable 17.10.86. (96598) 220026

ESSEX
COUNTY COUNCIL
SOUTHEND COLLEGE OF TECHNOLOGY
Carnarvon Road, Southend-on-Sea SS2 6LS
(0702 43451)
SCHOOL OF ART AND DESIGN - CASTLEPOINT SECTION

To be appointed w.e.f. 1st January 1987 unless otherwise agreed:

1 SENIOR LECTURER to be Head of Section and directly responsible to the Head of School for the running of the Section and teaching in it.

2 LECTURER II - to support the Head of Section and act as Course Tutor to one or more courses.

The Section offers the BTEC National Diploma in Fashion and the FAIAC Diploma course as well as making an input to the BTEC National Diploma in General Art and Design.

Candidates must be appropriately qualified and have has hing experience in vocational fashion design. Recent industrial experience would be an advantage.

Salary Scales: Senior Lecturer £12,615 - £14,820 (bar). Lecturer II £8,595 - £13,656.

Further particulars and application forms should be returned within ten days of the appearance of this advertisement. (33108) 240026

HAMPSHIRE
HAMPSHIRE CONSORTIUM FOR ART, DESIGN AND ARCHITECTURE
WINCHESTER SCHOOL OF ART
DESIGN HISTORIANS
1 post 0.5 LIX/5L Associated Lecturer, with a special interest in 20th Century design.
1 post 0.5 LII/5L Visiting Fellow, for one year from January 1987, with a special interest in Textiles/Fashion, to replace Dr. Jane Bridgeman who is spending a year at an overseas university.

To be involved with foundation, Honours Degree and Postgraduate courses, and particularly to further develop the newly launched C.N.A.A. Postgraduate Diploma in the History of Art and Design of the Modern Period.

The City Council pursues a policy of equality of opportunity.

Salary scale (£4,297.5 - £6,858) being 0.5 of F.E. Lecturer L.II

Application forms and further particulars available from the Registrar, Cumbria College of Art and Design, Brampton Road, Carlisle, Cumbria CA3 9AY. Tel: (0228) 25333.

Closing date: 17th October 1986. (91898) 240026

THE BIOCHEMICAL SOCIETY

SCHOOLTEACHER FELLOWSHIP

In order to give schoolteachers an opportunity to take part in research and to update their knowledge in Biochemistry, the Biochemical Society is sponsoring a number of Fellowships tenable in University Biochemistry Departments in the United Kingdom and the Republic of Ireland. To be eligible, applicants must be in current employment as a schoolteacher in the British Isles.

The awards will be for one term (three months) and will include a stipend of £500 plus an allowance of up to £500 for travel and other expenses incurred during the tenure of the Fellowship. In additoin, a contribution of £500 towards the cost of research will be paid to the host Department.

Applications should be sent to the Executive Secretary, the Biochemical Society, 7 Warwick Court, London WC1R 5DP. There is no special form, but in addition to personal particulars and a brief curriculum vitae, applicants should include an outline of the work they wish to carry out, the dates of the proposed attachment, and a letter of support from the Head of Department. All applications must be forwarded via the Head of Department.

The closing date for receipt of applications for terms in the 1987/88 session will be Tuesday 14th July 1987. (8221)

University of Bath and Macmillan Education

Science Education Project

Macmillan Education and the University of Bath are joining forces to form a Science Education Project based at Bath. The project will encompass the major disciplines of science. The aim is to develop, trial and produce high quality teaching materials in these fields, suitable for use with the 16-19 age range.

Short and longer term writing Fellowships will be established, starting in 1987 and phased over the following two to three years. Fellows will be expected to work independently and as part of a small team on the development of new teaching materials using the considerable resources available at the University of Bath. Travel around the United Kingdom may well be an essential feature of the trialling process.

Applications are invited from keen science subject specialists who have already demonstrated interest in curriculum development and skill in teaching. We are looking for good communicators, used to working to deadlines, with sound judgement and a determination to contribute to the Science Education Project.

Those candidates who feel they might be eligible should write for further details to:- Professor J J Thompson (Project Director), School of Education, University of Bath, Claverton Down, Bath BA2 7AY. Closing date Friday, 17th October 1986. (08284)

NORTH STAFFORDSHIRE POLYTECHNIC DIRECTOR

Applications are invited for the post of Director of the North Staffordshire Polytechnic following the retirement of Dr. J.F. Dickenson.
Present Salary £33,726.
Details of the post and application forms can be obtained from the Chief Education Officer (F.E.), Education Office, Tipping Street, Stafford. ST16 2DH.
Closing date 24th October, 1986.
Trade Union Membership is encouraged.
An Equal Opportunity Employer.

(02651)

The POLYTECHNIC WOLVERHAMPTON

PUBLICITY SERVICES OFFICER

Salary Scale:– SO1 £9,975 – £10,638
(pay award pending)

Applications are invited from suitably qualified persons for the post of Publicity Services Officer. This appointment calls for candidates with sound professional and managerial experience in a related discipline who can demonstrate the essential qualities of creativity, imagination, flair and literacy in this exciting and demanding post. A degree or equivalent qualification would be an advantage.

Closing date for applications/ Fourteen days after appearance of advertisement.

Further details and application form from The Personnel Office, The Polytechnic, Wolverhampton WV1 1SB or telephone Wolverhampton (0902) 710654 (answerphone)

The Polytechnic Wolverhampton is an Equal Opportunity Employer and positively welcomes applications from all sections of the community irrespective of an individual's sex, ethnic or racial origin, colour, disability, sexual orientation or responsibility for dependants.

(8207)

HARROW COLLEGE OF HIGHER EDUCATION

FACULTY OF SCIENCE AND TECHNOLOGY

Applications are invited from suitably qualified applicants for the following vacancies:

LECTURER I
QUANTITATIVE METHODS

Candidates should have an appreciation of the role of quantitative methods and computing in a variety of scientific and engineering applications. Ideally the person appointed should have relevant industrial and/or teaching experience.

It would be an advantage for applicants to have a professional teaching qualification, but in-service training can be provided.

LECTURER I
COMPUTER AIDED ENGINEERING (PRODUCTION)

Candidates need to possess a strong bias towards production processes and be conversant with computer aided engineering techniques. The person appointed will teach both theory and practice of subjects of the C & G and BTEC courses, and assist in the continued expansion of our computer aided engineering courses.

LECTURER I
MICROELECTRONICS

Candidates should have experience in one or more of the following areas: Local and remote communications; Architecture of 16 and 32 bit processors; Structured high and low level programming; Real-time systems; Peripheral design and control; Fault-finding and maintenance; and Knowledge-based systems and Artificial Intelligence.

Salary Scale Lecturer I £6,843 to £11,865 + London Weighting £1,110 p.a.

All posts will be available from 1st January 1987 or earlier if the successful candidate is available.

Further details and application forms are available from the Principal, Harrow College of Higher Education, Northolt Park, Harrow, Middlesex HA1 3TP telephone 01-864 5422; Ext. 231 or 232. Application to be returned within 14 days of the appearance of this advertisement.

Harrow is an Equal Opportunities Employer.
TM/SC/01586(C)

(8218)

Polytechnics

Other Appointments

LIVERPOOL

LIVERPOOL POLYTECHNIC
DEPARTMENT OF EDUCATION

LII/SL in EDUCATIONAL PSYCHOLOGY £8,595 - £15,873

This is a permanent post available from January 1987, to join a team of five psychologists who contribute to the wide range of initial and in-service teacher training courses in the Department.

Applications are invited from candidates with academic qualifications in psychology, school teaching experience (primary or secondary), and a substantial involvement in research.

Experience as an LEA Education Psychologist or work with children with special needs could be an advantage.

For further particulars and an application form contact the Personnel Officer, Liverpool Polytechnic, Rodney House, 70 Mount Pleasant, Liverpool L3 5UX (Tel: 051-207 3581, Ext. 2515/2519) to whom applications must be returned not later than 17th October, 1986.

Liverpool Polytechnic is an Equal Opportunities Employer and welcomes applications irrespective of race, sex, marital status or disability. (32798) 260026

GRAMPIAN
REGIONAL COUNCIL
ABERDEEN COLLEGE OF COMMERCE

LECTURER II IN SECRETARIAL STUDIES

Applicants should possess a Degree, Diploma in Commerce or equivalent qualifications in Secretarial Studies.

Involves teaching SCOTVEC Modules in Shorthand, Typing, Audio Typing and Word Processing.

Salary Scale £9,039 - £13,398.

Application forms from Director of Education, FE and Admin Staffing, Woodhill House, AB9 2LU with whom applications (2 copies) should be lodged by October 20. 340026
(32859)

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

ST. MARY'S COLLEGE
Strawberry Hill, Twickenham

St Mary's College Strawberry Hill

St. Mary's is a Roman Catholic College of Higher Education and offers undergraduate courses leading to two-subject BA, BEd and BSc honours degrees of the University of Surrey, as well as a variety of post-graduate courses. The College has about 1,200 students of whom approximately half are registered for BA/BSc degrees and half for the BEd degree.

HEAD OF MATHEMATICS DEPARTMENT
(Grade IV)

Applications are invited for the above appointment. The Department offers Mathematical courses for BA/BSc Combined Studies degrees, B.Ed degrees and Diploma courses. Suitable applicants would be active in research in some area of modern applied mathematics such as: Numerical Analysis, Operations Research or Mathematical Theory of Computation and would have keen interest in the development of undergraduate courses in these and other areas.

Closing date for receipt of applications: Tuesday 14th October 1986.

Further details from The Principal, St. Mary's College, Strawberry Hill, Twickenham TW1 4SX.

(02631)

BEDFORD COLLEGE of higher education

Applications are invited for the following posts, all tenable from 1.1.87:

SL — **HEAD OF DRAMA:** to lead the subject to degree level and take charge of the college Community Theatre

SL — **MATHEMATICAL EDUCATION:** to coordinate college developments; experience of primary schools highly desirable

L2 — **ELECTRICAL/ELECTRONIC ENGINEERING**

L1 — **ELECTRONICS**

L1 — **COMPUTING**

L1 or L2 — **PHYSICAL SCIENCE:** to cover applications to vocational and/or teacher education

L1 — **BIOLOGICAL SCIENCES,** with experience in ecology or biochemistry or biotechnology

Application forms and further details are available from the Personnel Officer, Bedford College of Higher Education, Mander site, Caldwell Street, Bedford MK42 9AH (tel. Bedford 45151), to whom they should be returned by Monday 13th October 1986.

Bedfordshire is an Equal Opportunities Employer.

Applications from people of Afro-Caribbean and Asian origins are particularly welcome, since they are currently under-represented in the college. All candidates should have a commitment to the college and Authority multiracial policy.

(04701)

Colleges of Higher Education

Other Appointments

CHESTER COLLEGE OF HIGHER EDUCATION

DEAN OF EDUCATIONAL STUDIES
HEAD OF DEPARTMENT GRADE V (Salary £16,174 to £20,104 under review)

This post will become vacant from 1st January 1987 on the retirement of the present holder. The Department has a staff of 22, and teaches the 4-year B.Ed. Honours degree of the University of Liverpool, P.G.C.E. Primary (from September 1987), M.Ed., and a wide range of Diplomas.

Applicants should be qualified teachers with substantial and successful school experience, preferably including Primary/Middle. Lecturing and research experience is required with evidence of administrative ability. The person appointed will join the management team of the College.

LECTURER II/SENIOR LECTURER IN PHYSICAL EDUCATION (Salary £8,595 - £15,873)

Applications are invited from suitably qualified graduates for the above post, available from 1st January, 1987. The lecturer appointed will assist in the development of the Honours course mainly in the area of Historical and Comparative Sports Studies but ability to contribute in Social Psychology would also be an advantage. Ability in a range of practical areas, particularly athletics and netball desirable.

Further details and applications for both posts from the Principal, Chester College of Higher Education, Cheyney Road, Chester, CH1 4BJ to be returned by 10th October, 1986.

TRINITY AND ALL SAINTS' COLLEGE

CAREERS ADVISER

Trinity and All Saints' College, an independent institution affiliated to the University of Leeds, provides courses leading to BA (Collegiate), BSc (Collegiate) and BEd Honours degrees of the University.

Applications are invited from graduates with careers advisory or careers education experience to run the College Careers Service. The post involves a wide range of professional work with a student population of some 1,200 of whom approximately 50% are following courses of teacher training.

Salary SO1/2 (£10,569–£12,297) NJC conditions.

Application forms and further particulars, which should be returned by Wednesday, 15 October, may be obtained from the Registrar, Quoting ref: TES at the address below or telephone Leeds 584341 ext 264.

Trinity and All Saints' College
Brownberrie Lane, Horsforth
Leeds LS18 5HD.
Tel: Leeds 0532 584341

LA SAINTE UNION COLLEGE OF HIGHER EDUCATION

SENIOR LECTURER
SCHOOL OF CHIROPODY

Applications are invited from persons holding appropriate professional and academic qualifications for appointment as the second member of staff in the School of Chiropody which is scheduled to accept its first intake of students in September 1987. The person appointed will assist the Head of School (in-post) in all aspects of development and teaching at this exciting new School which is a joint venture between La Sainte Union College of Higher Education and Wessex Regional Health Authority. The College wishes to make the appointment to the post with effect from 1st April 1987.

Further particulars may be obtained from the Principal Secretary, La Sainte Union College of Higher Education, The Avenue, Southampton SO9 5HB. (Tel: Southampton (0703) 228761).

Salary scale is in accordance with Burnham FE Lecturer scale £12,615–£15,873.

The closing date for applications is 31st October 1986.

COLLEGES OF HIGHER EDUCATION
continued

KENT
COUNTY COUNCIL
CANTERBURY CHRIST CHURCH OF HIGHER EDUCATION
LECTURER II/ADVISER IN MULTICULTURAL EDUCATION
This post has been established jointly with the Kent County Council and Christ Church College of Higher Education.

The person appointed will be based at the College and will be concerned with the provision of advisory services and resources to teachers in local authority schools and colleges, and with teaching on undergraduate, initial teacher training and in-service courses offered by the College.

The appointment will take effect from 1 January 1987.
Salary scale: Lecturer II/Senior Lecturer £8,595 - £15,873 p.a.

For further details, write to the Principal's Secretary, Christ Church College, North Holmes Road, Canterbury, enclosing a stamped addressed envelope. Closing date 20 October 1986. 340026
(32984)

LONDON
WEST LONDON INSTITUTE OF HIGHER EDUCATION
EDUCATION DEPARTMENT

Required for January 1987 a LECTURER II IN COMPUTER EDUCATION. Applications are welcomed from secondary school teachers with experience and qualifications in computer education.

Salary Scale: £8,595 - £15,873 p.a. Inc. Outer London Allowance.

For application form and job description please contact the Vice Principal, WLIHE, Lancaster House, Borough Road, Isleworth, Middx. TW7 5DU (Tel: 01-568 8741, Ext. 2664).

Completed application forms must be received by 20 October. 340026
(33145)

University Appointments

COVENTRY
UNIVERSITY OF WARWICK

LECTURESHIP IN PHYSICAL EDUCATION

Applications are invited for a Lectureship in the Department of Physical Education tenable from 1st April 1987 or earlier if possible. Students in the Department study for a B.A. (with QTS) specialising in the secondary age range. The successful candidate will contribute to the professional and subject courses both theoretical and practical, and to the University's Physical Recreation Scheme. Candidates should have a research interest in Physical Education.

Salary on the Lecturer Scale: £8,020 - £15,700 pa. (salary under review).

Further details and application forms from the Registrar, University of Warwick, Coventry CV4 7AL (0203 523523) quoting Ref. No. 17/A/86 (please mark clearly on envelope). Closing date 24th October 1986. 386333 380000

LONDON
UNIVERSITY OF LONDON INSTITUTE OF EDUCATION
DEVELOPMENT OFFICER

Required from January 1987 for one year, to initiate an in-service education programme for teachers in the area of vocational and prevocational education.

Salary on Lecturer scale £8,020 - £13,260 (review pending 1.4.86) plus £1,297 London Allowance.

Further particulars and application forms from Mary Griffin, Personnel, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL. Tel: 01-636 1500 Ext. 284 quoting ref. DO/FBSC. Completed applications required by 24 October. (32981) 380000

Research Posts

BROMLEY
THAMES POLYTECHNIC
Incorporating Avery Hill College
FACULTY OF EDUCATION AND COMMUNITY STUDIES
CONTRACT RESEARCH FELLOW

Applications are invited from suitably qualified persons to work on a project entitled The Development of Screening Procedures for use in Schools in Bromley. The research project is directed by Mr D Pound, General Inspector for Special Education in the London Borough of Bromley and Mr F. Dinis, Head of Division of Special Educational Needs at Thames Polytechnic.

The successful applicant should have had some research experience, possibly at Masters Degree level, and be familiar with the use of computers in research. A background in psychology or education would be an advantage, as would an interest in primary education. The appointment is for one year initially. For informal discussion contact Mr. F. Dinis (01-850 0051 Ext. 246).

Salary: £9705 inclusive.

Further particulars and application form from the Staffing Officer, Thames Polytechnic, Wellington Street, London SE18 6PF, to be returned by 31st October 1986. Thames Polytechnic is an equal opportunities employer. (32811) 380000

LONDON
UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

DEVELOPMENT OFFICER

Required from January 1987 for one year, to initiate an in-service education programme for teachers in the area of vocational and prevocational education.

Salary on Lecturer scale £8,020 - £13,260 (review pending 1.4.86) plus £1,297 London Allowance.

Further particulars and application forms from Mary Griffin, Personnel, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL. Tel: 01-636 1500 Ext. 284 quoting ref. DO/FBSC. Completed applications required by 24 October. (32981) 380000

BILLINGDON
LONDON BOROUGH OF HILLINGDON
ADULT EDUCATION SERVICE

(1) Required for 1 January 1987 Lecturer Grade Two in Commercial subjects £8,595 - £15,656 plus London Weighting of £726. Applications are invited from suitably qualified and experienced teachers. The ability to teach Typing and Shorthand is essential whilst ability to offer Word Processing and Bookkeeping would be an advantage. An indication of sound organisational skills is also sought.

The post is based in a full-time adult education centre.

(2) Required for 1 January 1987 or earlier if available. Development Officer/Co-ordinator of educational opportunities for unemployed adults FE Lecturer Grade 2 (£8,595 - £15,656 plus London Weighting of £726. This new project is an Education Support Grant scheme is initially for a period of 3 years. Applicants will need to demonstrate sound inter-personal and organisational skills and a knowledge of the educational needs of unemployed adults. The post will be based in a full-time adult education centre and be responsible to the Principal for Adult Education.

Further details and application forms for either post may be obtained from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50451) to whom they should be returned as soon as possible and not later than Wednesday 15 October 1986. (32784) 380000

Adult Education

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 63. (32617) 380000

DEVON
SOUTH DEVON COLLEGE OF ARTS & TECHNOLOGY
HEAD OF DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
Salary: Head of Department Grade II £14,136 - £15,933
Applications are invited for the above post which will become vacant on January 1, 1987.

Applicants should have appropriate experience and qualifications to enable them to undertake this demanding job.

Further details and application forms (returnable by October 17) available from: Chief Administrative Officer, South Devon College of Arts & Technology, Newton Road, Torquay TQ2 5BY, Devon. (SAE please). (33044) 380000

HAMPSHIRE
COUNTY COUNCIL
WINCHESTER AND DISTRICT ADULT EDUCATION INSTITUTE
Vaux Lodge, Bereweeke Road, Winchester
INSTITUTE CO-ORDINATOR FOR ADULT EDUCATION
(Salary Scale Burnham F.E. Lecturer II)
This post is a key appointment to the Institutes Staff team and will have responsibility for managing the Adult Education Service in the city of Winchester and Co-ordinating Adult Education provision across the Institutes designated area.

For further details please contact The Institute Principal, Tel: Winchester 60725. Closing date for applications 17th October 1986. 380000
(32956)

EASTSBOURNE
PORTSLADE COMMUNITY COLLEGE
Chalky Road, Portslade, Brighton BN4 2WS
Comprehensive Community College, 11-18, Roll: 1300
From January 1, 1987: part-time (.5) Adult Education Tutor (Burnham F.E. Lecturer I) to organise and develop the College's Adult Education Programme.

Details from Mr. Peter Sanders, Deputy Principal (Community Education and Recreation Department). 380000
(33268)

Youth and Community Service

AVON COUNTY
YOUTH WORKER
HANHAM YOUTH CENTRE
High Street, Hanham, Bristol BS15 3EJ
Salary Scale: JNC4 (1-5) £10,401 - £11,685
Ref. No: CMJ/1435/CO
Local Authority Post with seconded responsibilities to the Methodist Youth Service
Applicants should be qualified in accordance with JNC Conditions of Service for Youth Workers and Community Centre Wardens.

Further details and application form, returnable by 20th October 1986 from Director of Personnel (Tel: Bristol 298565 - Answerfone on this number after office hours). P.O. Box 270, Avon House, The Haymarket, Bristol BS99 7HE.

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation.

Please quote reference number.

Community Leisure Department. (32841) 440000

NORTH YORKSHIRE
SOCIAL SERVICES DEPARTMENT
TEMPORARY INSTRUCTOR
YEARSLEY BRIDGE ADULT TRAINING CENTRE
Huntington Road, York

£6,441 - £8,640 p.a. (Qual. bar £7,881 p.a.)

To cover approx. 6 months maternity leave providing day facilities for 80 mentally handicapped adults including a 30-place Special Care Section. A wide variety of activities is provided to develop social and education skills, work experience, crafts, recreational and sporting pursuits.

Recognised qualifications DTMHA, CSE (with appropriate module) or CQSW.

For informal discussion contact Roger Poyser on York (0904) 59533.

Application forms from Personnel Section, Yearsley House, Huntington Road, York YO3 6DU (s.a.e. please). Closing date 17/10/86. (97861) 380000

EDUCATION DEPARTMENT

Richmond's Youth and Community Education Service is seeking to place a greater emphasis on youth and community education development by the appointment of people with energy and imagination to the following important posts:

PRINCIPAL YOUTH & COMMUNITY OFFICER:
£13,809–£15,246 inc. p.a.

Required to join the Central Youth and Community Education team based in Regal House, Twickenham. Principal duties include responsibility for Youth and Community service staffing, including curriculum development and staff training, and the fostering of close working links with voluntary youth organisations. Applicants must have a recognised Youth and Community qualification together with proven management and administrative experience.

SENIOR YOUTH AND COMMUNITY OFFICERS:
£12,999–£14,532 inc. p.a.

Required to join the Central Youth & Community Education team based at Regal House, Twickenham. Principal duties include responsibility for direct provision of a service to young people, particularly in association with established community groups. Applicants must have a recognised Youth and Community qualification together with proven organisational and administrative experience.

Form and job description for the above posts from Non-Teaching Personnel Section, Regal House, London Road, Twickenham TW1 3QB (01-891 7518), returnable by 21st October, 1986.

(6280)

LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)

EDUCATION DEPARTMENT
POST 16 DIVISION
(Community Education Service)

Community Tutor

Applications are invited from suitably qualified and experienced persons for the post of Community Tutor. The successful applicant will form part of an Area team responsible for Community Education in the Babergh District Council area of South Suffolk. The post will be based at Gt Cornard Upper School but will also serve the neighbouring Sudbury Upper School.

Applicants will be expected to provide and develop Community Education Services both in relation to the schools and their staff and the local Community including local industry and Commerce.

The appointment will be subject to JMC Conditions of Service. The salary scale will be either Burnham Scale 3 (currently £8,910 - £12,627) or JNC Range 4 points 1-5 (currently £10,401 - £11,685).

Please send SAE for an application form and further details to: County Education Officer, Education Dept (Ref MK), St Andrew House, Grimwade Street, Ipswich IP4 1LJ. Tel: Ipswich 55801 Ext 4413.

Completed application forms to be returned by Friday October 17th 1986. Interviews to be held on Wednesday, October 22nd.

(04748)

Suffolk County Council

EDUCATION DEPARTMENT
POST 16 DIVISION
(Community Education Service)

Community Tutor

Applications are invited from suitably qualified and experienced persons for the post of Community Tutor. The successful applicant will form part of an Area team responsible for Community Education in the Waveney District Council Area of North Suffolk. The post will be based at Reydon High School.

Applicants will be expected to provide and develop Community Education Services both in relation to the school in the local community.

The appointment will be subject to JMC Conditions of Service. The salary scale will be either Burnham Scale 3 (currently £8,910 - £12,627) or JNC Range 4 points 1-5 (currently £10,401 - £11,685).

Please send SAE for an application form and further details to: County Education Officer, Education Dept (Ref MK), St Andrew House, Grimwade Street, Ipswich IP4 1LJ. Tel: Ipswich 55801 Ext 4413.

Completed application forms to be returned by Friday October 17th 1986. Interviews to be held on Tuesday, October 21st.

(04747)

Suffolk County Council

SILC Trainer (Lecturer II)

Salary: £8,595–£13,656 plus £282 local allowance

This post is within the Slough Industrial Language Unit which provides a training and consultancy service in both the public and private sectors, for trade unions and for community organisations. Projects are designed to improve communication and to promote organisational change and equal opportunity within a multi-racial context.

Dept of Accountancy & Business Senior Lecturer

Salary: £12,615-£15,873 plus £282 local allowance

Required for 1 January 1987, to teach legal subjects and one other business field. A degree in business-related field or professional qualification is necessary.

Associate Lecturer (Lecturer II)

Salary: £8,595-£13,656 plus £282 local allowance

Required immediately, to teach finance and one other business subject on BTEC HNC/HND courses. The teaching hours and salary are half the full rate.

For details and an application form please send an A5 SAE to: The Vice-Principal
Slough College of Higher Education
Wellington Street SLOUGH SL1 1YG
Closing date—14 days — An equal opportunities employer.

Slough College

HAMPSHIRE

Southampton Institute of Adult, Youth & Community Education

Vice-Principal and Head of East District
(Population 83,915)

Salary Scale Burnham F.E. V.P. III (Minimum)
Required for January 1st, 1987.
Head of East District of the Southampton Institute of Adult, Youth and Community Education.

The Southampton Institute is a Community based Service to the people of Southampton organised on a 6 district basis with the Heads of each District fulfilling equal functions of Integrated District Team Leader and also Vice-Principal.

The Institute operates an integrated team approach across the three specialisms and Districts. It is committed to an anti-racist, anti-sexist style of work and is fulfilling in the Equal Opportunities Policy laid down by Hampshire County Council. A worker is sought who will assist in these practices.

Further details and forms of application from John Brey (Ref. V.P.V.) The Argyle Centre, Argyle Road, Southampton. Closing date for application Friday, 17th October, 1986. (8209)

Social Services
Part-time Teacher

Houghton Lodge Observation and Assessment Centre, Houghton Lodge School, Houghton Close, Off Oliver Street, Ampthill.

Required, a permanent part-time teacher (10 hours per week). Enthusiasm, resilience and experience in working with emotional and educational problems are considered to be more important than the subjects offered.

Further information from Mr A Eldred, Head of Education. Tel Ampthill 402499.

Salary Burnham Scale 1

Write on a postcard to Director of Social Services, County Hall, Bedford.

Closing date 17th October 1986.

The Council is an equal opportunity employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community.

(04734)

Bedfordshire
A Nuclear Free Zone

YOUTH & COMMUNITY
continued

ESSEX
COUNTY COUNCIL

WARDEN: FRINTON, WALTON AND THORPE-LE-SOKEN

Suitably qualified candidates are invited to apply for the above post in three well established centres on the East Coast of Essex.

The person appointed will be directly accountable for the organisation and administration of the two centres based in schools, and will act as an advisory capacity to the local Community Association.

Applicants should ideally have had experience in Youth & Community Work and Adult Education.

Salary/Grade: Burnham F.E. Lecturer II currently £10,968 - £12,945 per annum.

Application forms and Job descriptions are available from the County Education Officer, Community Education Service, Threadneedle House, Market Road, Chelmsford. Tel: Chelmsford 267225. Ext. 2552.

Closing date for applications: 17th October 1986. (97865) 440000

DEPUTY PRINCIPAL YOUTH AND COMMUNITY EDUCATION OFFICER – SOULBURY H.T. GROUP 7

£14,950–£16,254 + £726 Outer London Allowance

The Youth and Community Education Service in Hillingdon is seeking to appoint a suitably qualified and experienced person from the field of Youth and Community work to fill the above vacancy. The service in Hillingdon has a good provision of opportunities for young people and community groups based on Social Education principles within a statutory and voluntary partnership. The person appointed will deputise for the Principal Officer, but will also have a major responsibility for the formulation and application of a Staff Development Policy and for Social Education Curriculum Development work in the Youth and Community Education Service.

For informal discussions concerning the post, please contact Marjory Hester, Principal Youth and Community Education Officer on Uxbridge 50497. Further details and an application form quoting reference E/26/87XE may be obtained from the Personnel Division, Civic Centre, Uxbridge, Middlesex, UB8 1UW. Telephone Uxbridge 50589 (24 hour answering service available). Closing date 17 October 1986. (04705)

London Borough of Hillingdon

Somerset County Council

COMMUNITY EDUCATION OFFICER (Mendip)

Somerset County Council is undertaking a major expansion of its Community Education Service. Applications are invited for this key post which arises from the promotion of the existing postholder to a County Officer position elsewhere. The successful applicant will be responsible to the Education Officer (Community Education) for a wide range of managerial, developmental and advisory functions within the Mendip area. He/she will also be expected to work as part of a County wide team.

We are looking for a person with a proven track record in Community Education. The ability to lead and co-ordinate a diverse and varied Area Team is essential.

Salary scale: Head of Department Grade II, £14,136 – £15,933 (Under Review).

Application form and details (sae 9" x 4" min) from the Staffing (T) Section, Education Department, County Hall, Taunton, TA1 4DY. Closing date: 15th October 1986. (8956)

ITEC Harlow

TRAINING SUPERVISOR

PROGRAMMING/INTERFACING/ CONTROL APPLICATIONS

£10,311 per annum

Harlow ITec, a well-equipped 45-place Information Technology Centre offering high quality YTS and adult training in new technology, urgently requires an experienced trainer to supervise this interfacing and control section. This post would appeal equally to (a) teachers or trainers with a background in electronics and some knowledge of programming in BASIC/assembly language and (b) someone with programming experience in the above, (and other) languages, and an interest in developing interface and control techniques on BBC microcomputers.

Full details and application forms from:

The Manager, Harlow ITeC, Springhills, Hoddon Road, Harlow, Essex CM20 1TH.

Tel: (0279) 446556

Closing date for applications: 15 October 1986

SOMERSET
COUNTY COUNCIL

UNDER FIVES DEVELOPMENT WORKER

BURNHAM SCALE 3 WITH MEALS AND C1 CONDITIONS

The Community Education Service, in conjunction with the Education Department, Social Services and the major pre-school voluntary organisations, is establishing and encouraging the development of work with the Under Fives. We are anxious to appoint a suitably qualified and experienced candidate who can demonstrate a proven ability to relate successfully to a wide range of individuals and organisations. This is particularly important in Somerset where the voluntary sector is the major provider and where inter-agency co-operation is crucial to the development we wish to encourage.

Application forms and further details from the Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date 15th October 1986.

An equal opportunities employer. (32801) 440000

BASILDON
COUNCIL

SERVICES FOR YOUNG PEOPLE

We are committed – are you?

Basildon Council is developing youth facilities and services so as to enhance the lives of the people within the community.

The 14-18 year old age group has been identified as a priority area we require an individual to work with and amongst those young people enabling them and their communities to identify and meet contemporary issues and needs.

Applicants must be comfortable with young people of this age group and have the enthusiasm, drive and personality to establish purposeful relationships.

At least 2 years relevant experience is essential.

Salary: £9,756 p.a. £10,577 p.a. inclusive.

Possession of an appropriate qualification, e.g. Diploma in Youth and Community Work would be an advantage.

PLEASE QUOTE REFERENCE: C 363/G.

CLOSING DATE: 17th October, 1986.

Application form from Personnel Section (Recruitment), Basildon Council, Council Offices, Fodderwick, Basildon, Essex. Basildon 294216 (answering phone service), enquiries (office hours) 294267/8.

The Council welcomes application regardless of race, sex, marital status or disability. (97864) 440000

BOSTON
BOROUGH OF BOSTON
ASSISTANT YOUTH WORKER AND COMMUNITY CENTRE WARDEN

Applications are invited for the above post at Fenside Community Centre, Boston, on Scale 3 (£6,606 - £7,158).

Applicants must hold a Diploma in Youth and Community Work. Newly qualified persons would gain further experience from this challenging opportunity.

Two references required. Further details available from the undersigned. Closing date 20th October, 1986.

R. Ernest Cooley, Chief Executive, Municipal Buildings, West Street, Boston, Lincs. PE21 8QR. (32918) 440000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

BIRMINGHAM

Applications are invited for the temporary appointment of full time Youth Worker on a fixed term contract to terminate on 31st March 1988, funding after this date to be reviewed. The post will be largely research based with some actual development work in the area adjacent to the church and hall due to be refurbished. Kingstanding is an urban priority area with high unemployment especially amongst young people.

Salary based on JNC II point 1 - 4 according to experience and qualifications.

Application and job description available from Councillor Watts James, Chairwoman, 97 Finchley Road, Kingstanding, Birmingham B44 0JY. The closing date is 17th October 1986.

It is a very demanding job which calls for a high level of enthusiasm and commitment. (96481) 440000

LIVERPOOL

RE-ADVERTISEMENT

THE METHODIST CENTRE

YOUTH WORKER/ DEPUTY WARDEN

Will have responsibilities for a large multi-racial Inner City Area Youth Club, including its activities and will be part of an existing team. Appropriate qualifications and relevant experience required. L.E.A. funded J.N.C.3(1).

For further information and application form please write, including S.A.E. to: The Warden, Methodist Youth Centre, Beaconsfield Street, Princes Avenue, Liverpool L8 3UP.

Closing date for applications: Monday 20th October. (32955) 440000

HAMPSHIRE
EDUCATION AUTHORITY
NORTH EAST HAMPSHIRE INSTITUTE
YOUTH & COMMUNITY UNIT
COMMUNITY DEVELOPMENT WORKER
Aldershot

Applications are invited for the post of Community Development Worker to join the newly formed Community Development Team, based in the Rushmoor/Hart area of North East Hampshire.

The basic salary will be expected to develop an integrated project for both young and adults working closely with Community Associations, Organisations, and linking into existing and developing new areas of provision. The Advisory post holder will have a special responsibility for work with multi Ethnic groups, as well as contributing to the Institute's Youth, Adult Education and Adult Basic Education Brief.

Candidates should have experience in working with Community groups/Organisations, young people and adults in a variety of informal settings, and should demonstrate an understanding of the needs of young people and adults from the multi-ethnic communities and have relevant experience and/or training in multi racial community work.

Salary and Conditions of service: Depending on experience and qualifications.

P.T.I. £6,324 - £11,247.

Further details and application forms are available from the Youth and Community Work Unit:

N.E.H.I., Link House, Queen's Road, Farnborough, Hants. GU14 6JU.

Informal enquiries to Chris Young - Head of Youth and Community Work Unit are welcomed.

Tel: (02512) 540084. (32703) 440000

NORTH YORKSHIRE
EDUCATION DEPARTMENT
COMMUNITY WORKER F.T.
FULL TIME PROJECT

This is a newly established post based at Chapelfields Centre, York. It is funded initially for 3 years during which time the post will, with support, be expected to have developed an effective programme of youth and community work to meet the needs of this urban community on the north west outskirts of York. JNC Range 3 points 3-7.

Application forms and further particulars, returnable by 27.10.86, from County Education Officer, (Ref. 665), County Hall, Northallerton, North Yorkshire DL7 8AE. (sae please).

(97851) 440000

OXFORDSHIRE
COUNTY COUNCIL
COMMUNITY EDUCATION WORKER (YOUTH) CHINNELD COMMUNITY EDUCATION FORUM
Wallington
(Ref. 0045)
£11,046
Required from 1st January 1987 or earlier to work in a team with an interest in community school. The successful candidate will be responsible for the development of innovative projects with groups and individuals.
Job description and application forms by return from Mid-Oxfordshire Area Office, The Lodge, Bullingdon Road, Oxford OX4 1QD. Applications to be returned within two weeks of the date of appearance of this advertisement.
An Equal Opportunity employer. (32466)

SOMERSET
COUNTY COUNCIL

COMMUNITY EDUCATION SERVICE

The County Council is firmly committed to the expansion of its County Education Service.

The service is centrally delivered in a variety of ways. Including the development of full time Community Education centres in sixteen of our secondary schools. The expansion will include the establishment of new centres, including the following, opening from January 1987.

THE KINGS OF WESSEX UPPER SCHOOL
Cheddar
(13-18 mixed VC Upper Comprehensive, NOR:)

COMMUNITY/YOUTH BURNHAM SCALE!

We are seeking to appoint a candidate, who is a qualified teacher, with experience of Community Education, to assist in the development of new centres with ideas and initiative who can demonstrate the ability to work with a wide variety of groups of individuals and also an substantial contribution to the curriculum.

Application forms for further particulars available as soon as possible from the Headteachers' school.

An equal opportunity employer.

Interviews will take place the end of October. (32802)

THE TIMES EDUCATIONAL SUPPLEMENT 3.10.86 87

Overseas Appointments

SAUDI ARABIA

A few vacancies still exist for experienced E.F.L. Teachers to travel immediately with a minimum of three years current teaching experience for attractive salaries at Qassim.

Good salaries and conditions of work plus other benefits.

Please apply with a comprehensive C.V. and day and evening telephone number to Mr. Ahmed El-Shawi, 29 Belgrave Sq., London SW1X 8QB.

MALLORCA

KING'S PALMA SCHOOL
(0101346)

Urgently required for January 1987 or earlier a well qualified Science Teacher to cover in Biology, Physics/Chemistry. Some lower level Maths capability an advantage.

Chance to join enthusiastic staff in this prestigious small school enjoying many amenities in lovely setting.

Send handwritten C.V., covering letter, names of 2 referees and recent photograph, include telephone contact number: To Mr V. Russell, Headmaster, Kings Palma, Juan de Saridakis 54 Palma de Mallorca. (32711) 460000

NANNIES required for agencies in CANADA, NSB, BELL or minimum one year childcare experience. Culinary experience advantageous. Salary locally £10,000 $20,667) - October 5th and 6th only. (12828) 460000

I'M SINGLE, 41, teach English & Drama at institutions high school & live in rural, not-built-up area. Who wants a refreshing exposure of home & school 87-8 school year? Offer: channel access, sea & England preferred in Spanish/Italian resort. Nr Naples, Mid-Sept. Apt 1001, 335 Edinton Ave., Toronto, Ontario, M4P 1M8. 783-416-4808 (9648). (32278) 460000

INLINGUA Immediate full time posts available in international school. Need Degree plus TEFL qualification and/or experience. Salary £8,000 + accommodation. Contact Director, Inlingua Teacher Service, 029 355 Abbey Terrace, Wham, Inlingua Teacher Service, Shaw Court Road, Brighton, BN2 9 1. (32803) 460000

FRANCE. Urgent. School of English requires EFL teacher to apply directly with photo to: The Mckay 25 rue Lyautey, 54000 Nancy. Tel 83 35 24 84 (32882) 460000

SPAIN

TEFL teacher required Oct. Send c/v plus photo: Sevilla Academy, Dos de Mayo, 150, Quinientos Cataratas, 96 248 0850 (35278) 460000

UNITED WORLD COLLEGE OF SOUTH EAST ASIA SINGAPORE

The United World College of South East Asia offers a secondary education to boys and girls of all nationalities, boarding and day students, in the age range 11-18. There are 100 teaching staff and 1350 students in the College. Academic courses lead to G.C.S.E. and the International Baccalaureate. The College is committed to the ideals of the UWC movement, promoting a broad curriculum, involving service to the community and an adventurous range of extra-mural activities. Good facilities and well-motivated students provide an excellent working environment while Singapore offers modern living conditions for staff and families. Initial contracts are for four years with leave after two, though there is the option to reduce to three years without leave. Many teachers are invited to renew or extend their contracts.

Assistant Teacher of English

Required for January or April 1987 a well qualified and enthusiastic teacher of English to teach the subject across the age and ability range. Students are taught in mixed ability sets and follow a 100% course-work syllabus for G.C.S.E. and the International Baccalaureate for Sixth Form level. Although the post is primarily mainstream some experience in ESL is desirable.

Letters of application, with a detailed curriculum vitae and names of two referees should be sent to:

The Headmaster
United World College of South East Asia
Pasir Panjang P O Box 15
Singapore 9111

to arrive not later than 17th October 1986. Interviews will be held in London in late October.

(82781)

Teachers of the blind and the deaf

Cut out for the Third World?

If you are trained or have a number of years experience in working with the blind or the deaf, your presence is urgently required in the Third World.

Thailand. Khon Kaen Blind Centre request a teacher of the blind to develop the integrated education programme, to assist with in-service training for staff and to assist with production of braille materials. ☐

Uganda. School for the Deaf, Kampala. This school urgently requests a trained and experienced teacher of the deaf to work with primary children, to assist with the in-service training of teachers and to promote awareness of the needs of deaf children. ☐

Papua New Guinea. The Handicapped Children's Association request a teacher of the blind to assist in staff training in integrated education and assessment; to supervise Field Workers and to develop public awareness of the blind in PNG. ☐

VSO volunteers should be without dependents and willing to work for payments based on local rates. Postings are for two years and most Local Education Authorities should be prepared to consider granting leave of absence.

For more information, please complete this coupon, cut out and post to Enquiries Unit, Voluntary Overseas, 9 Belgrave Square, London SW1X 8PW.

I'm interested in volunteering. My qualifications/experience are

Name
Address

VSO is working overseas
Charity no: 313757.

VSO also needs: builders, engineers, teachers, horticulturists, community & health workers, fishermen . . . and many more.

TES/3/10

(22p S.A.E. appreciated).

Posts Overseas

Peru

Markham College, Lima

Post 1: Head of Biology, Upper School (12-17 age group)
Posts 2-4: Teachers of English, Upper School (12-17 age group)
Post 5: Teacher of General Subjects, Lower School (8-11 age group)

Markham College is a non-profit making independent day school for 1,600 boys, mostly Peruvian, ages 5-18.

Duties: Post 1: to teach Nuffield-based Biology programme leading to Cambridge GCE 'O' level; to prepare pupils for Peruvian University entry or adapted 'A' level course.
Posts 2-4: to teach English up to GCE 'O' level, Cambridge Preliminary English and FCE; to teach subsidiary Geography and/or History to lower classes.
Post 5: to teach English, Mathematics, History and Geography in lower school.
Qualifications: British qualifications, Certificate of Education essential, degree desirable. TEFL qualification preferred (Posts 2-5); interest in or knowledge of computing an advantage (Posts 1-5); ability to help with music and/or games (Post 5 only). Age under 35. Married couples considered provided spouse qualified to teach at College.
Salary: equivalent to appropriate Burnham scale paid in local currency plus an overseas allowance.
Benefits: fares, baggage and travel allowance, settling-in grant.
Contract: three-year local contract, renewable, guaranteed by the British Council, commencing March 1987. Interviews in London in November 1986.
Closing date for applications: 24 October 1986.
Reference: 86 B 51-55 T

China

Post 1: Senior Lecturer in EFL (Materials Production) Central Radio and Television University, Beijing

Duties: to co-ordinate and participate in writing Course Book 4 and a second book of supplementary materials; to prepare and present scripts for Radio/TV based on the course books; some teacher training.
Qualifications: candidates must be British citizens with a first degree in English or other modern language; MA in ELT or Applied Linguistics; minimum five years' experience of TEFL including materials production, some studio presentation and teacher training experience.

Post 2: Senior Lecturer in EFL (Syllabus Design) Shanghai Jiaotong University

Duties: to work with a Chinese team completing a syllabus for an undergraduate English course in a Science and Technology University with main focus on writing materials, pilot teaching and teacher training.
Qualifications: candidates must be British citizens with a first degree in English or other modern language; MA in ELT or Applied Linguistics, minimum five years' experience of TEFL with some ESP and EAP and teacher training experience.
Salary: local salary in the range 750-1,200 Yuan monthly plus annual sterling subsidy of £6,254 (£1=Yuan 5.4 approx).
Benefits: free accommodation, airfares, baggage allowance, installation grant, superannuation contribution.
Contract: with State Education Commission guaranteed by British Council commencing January 1987.
Closing date for applications: 29 October 1986.
Reference: 86 B 47-48 T

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's Aid Programme to developing countries

Republic of South Africa

Co-ordinator, External Services, English as a Second Language, University of the North

This post is funded by the Overseas Development Administration as part of its educational aid programme for disadvantaged South Africans.

Duties: to be responsible for implementing in-service English language teacher training for ESL teachers in the area covered by the multi-racial University of the North's outreach services; to help teachers and teaching inspectors to implement a more communicative-based syllabus.
Qualifications: candidates must be UK citizens with a British educational background. They must have a first degree and an MA in TESL, and at least five years' teacher training experience overseas, preferably in Africa.
Salary: £12,038-£16,533 p.a. free of UK income tax.
Starting date: as soon as possible.
Closing date for applications: 24 October 1986.
Reference: 86 K 100 T
Benefits for the above post: salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; baggage allowance; medical scheme; employer's contribution to a recognised superannuation scheme or an allowance of 17½ of salary in lieu.

Technical Education Posts Overseas

Mombasa Polytechnic, Kenya
Lecturer in Water Engineering

Duties: to teach Water Engineering and related subjects up to higher diploma level; to assist in departmental curriculum development as required.
Qualifications: candidates, preferably aged 28-57, should possess a degree and a postgraduate qualification in Civil/Water Engineering and have four years' relevant postgraduate experience of which at least two should have been in FE teaching. Candidates must be UK citizens with a British education background.
Benefits: fares, baggage and travel allowance, settling-in grant.
Contract: three-year local contract, renewable, guaranteed by the British Council, commencing March 1987. Interviews in London in November 1986.
Closing date for applications: 24 October 1986.
Reference: 86 B 51-55 T

China

Post 1: Senior Lecturer in EFL (Materials Production) Central Radio and Television University, Beijing

Duties: to co-ordinate and participate in writing Course Book 4 and a second book of supplementary materials; to prepare and present scripts for Radio/TV based on the course books; some teacher training.
Qualifications: candidates must be British citizens with a first degree in English or other modern language; MA in ELT or Applied Linguistics; minimum five years' experience of TEFL including materials production, some studio presentation and teacher training experience.

Post 2: Senior Lecturer in EFL (Syllabus Design) Shanghai Jiaotong University

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Qualifications: candidates must be British citizens with a first degree in English or other modern language; MA in ELT or Applied Linguistics, minimum five years' experience of TEFL with some ESP and EAP and teacher training experience.
Salary: local salary in the range 750-1,200 Yuan monthly plus annual sterling subsidy of £6,254 (£1=Yuan 5.4 approx).
Benefits: free accommodation, airfares, baggage allowance, installation grant, superannuation contribution.
Contract: with State Education Commission guaranteed by British Council commencing January 1987.
Closing date for applications: 29 October 1986.
Reference: 86 B 47-48 T

Botswana Polytechnic
Senior Lecturer in Building

Duties: to teach City and Guilds craft and technician courses in Building and Civil Engineering, later to HTD level; to organise the laboratory/workshops; to advise on equipment and material needs; to set and mark examinations, and monitor student progress; to undertake any other related duties as required.
Qualifications: candidates, preferably aged 30-57, should possess a relevant degree or higher diploma, plus six years' post-qualification lecturing experience and five years' relevant industrial experience.
An appropriate Masters degree and teaching qualification would be useful. Applicants must be British with a UK educational background.
Date of appointment: by mutual agreement with Botswana Polytechnic, but preferably as soon as possible.
Contract: initially for 30-36 months with the Government of Botswana.
Salary: a basic salary paid locally by the Government of Botswana and scale ranging from Pula 14,160-18,396 ($1 = P2.9 approx) which should attract a tax-free supplement paid by the British Government under its aid programme of £10,380 (single) or £12,012 (married).
Reference: 85 K 14 T

Benefits for both the above posts include a 25% terminal gratuity on basic salary, free air passages; educational allowances and holiday visits for UK based children; an appointment grant and car loan are payable under certain circumstances.

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

The British Council

Leisure Services/Youth and Community

Temporary Specialist Unemployed Youth Workers
(3 posts)
£7,416-£9,309 p.a. (qualified)
£6,294-£7,023 p.a. (unqualified)

Will you help us to work with young people who are doubly deprived as a result of being racially disadvantaged and unemployed? In recognising the need to make meaningful provision for the young unemployed, Nottinghamshire County Council is developing its existing network of support services with these posts, specialising on unemployment issues. The posts are Inner Area Programme funded until 31 January 1990. All three workers will be based in deprived areas of the City of Nottingham. Qualified or unqualified youth workers are required (male or female), particularly those who can demonstrate experience of working with young people, particularly those from the Afro-Caribbean Community.

Hyson Green Boys Club, Nottingham is a large inner city youth club catering almost exclusively for Afro-Caribbean young people. The main emphasis of the specialist unemployment youth worker is to ensure that the resources of this expansive centre are effectively used to meet the needs of local unemployed young people.

Tennyson Hall Y.C., Forest Road, Nottingham is a recently modernised centre. The role of the specialist unemployment worker is to develop and co-ordinate provision for young unemployed Afro-Caribbean women in both the catchment areas of the centre and the adjoining area of Radford.

Bulwell Y.C., Nottingham has in recent times encouraged a "community approach" to work with the unemployed to the extent that a specialist unemployment worker is required to co-ordinate and expand provision. This unit is particularly interested and committed to developing provision for young women.

For an informal discussion contact Mr. M. Livermore or Mr. J. Clayton on Notts (0602) 524824 on Exts 203 & 384 respectively.

For further details and an application form please forward a self addressed envelope to the Director of Leisure Services (Staffing), Trent Bridge House, Fox Road, West Bridgford, Nottingham, NG2 6BJ. Closing date 20 October. Please quote ref: 102.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

The Young Women's Christian Association of Great Britain
Require a

YOUTH & COMMUNITY OFFICER

to be based at their Headquarters in Oxford to support and develop programme work with their Youth & Community Workers and Volunteers throughout England, Wales and to encourage the recruitment of young members, enabling them to acquire and develop leadership skills in order to participate fully in decision making. The successful applicant must be qualified in Youth & Community work/teaching with a minimum of 3 years experience.

Salary £9,500–£12,500 per annum.

Please call 0865 726111 (24 hour answering service) or the Personnel Department on 0865 726119 for an Application form and more information.

Closing date for applications 17/10/86.

(82779)

DIRECTORATE OF EDUCATIONAL SERVICES

Youth and Community Worker
(OUTREACH)
Salary:— Scale 6 £10,251 - £10,902 per annum inclusive

If you are a qualified worker why not apply for this new and challenging post to initiate work with unattached young people in the 11-21 years age range. You will meet and contact young people in a variety of situations and settings in close co-operation with the District Youth and Community Officer.

For informal discussion telephone Mr. Eric Finestone, District Youth and Community Officer on 01-202 2767.

Application forms and further details available from the Director of Educational Services, Town Hall, Friern Barnet, London N11 3DL. Telephone 01-368 1255 Ext 220.

Closing date 16th October, 1986

Ref: ADM/E/204 (82778)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH of Barnet

OVERSEAS POSTS
(continued)

SAUDI ARABIA

LLC is recruiting an EFL instructor for a minimum one-year contract in Riyadh. Candidates should be male, under 45. Bachelor or married status with a degree, minimum RSA Prep. Cert., at least two years; TEFL experience, preferably in the Middle East and some ESP materials design experience. A driving licence is essential.

Excellent salary and conditions including generous housing allowance and air fares.

For an application form and further details, phone ILC on 01-580 4351. (04453) 460000

ROME

ST. GEORGE'S ENGLISH SCHOOL
(NMC Day Coed. 800 pupils ages 5-18, of 65 nationalities)
Requires for January 1987 a well-qualified Teacher of Craft Design Technology to teach multi-media design and realisation, to boys and girls 11-18, to include midland OCSE. The school is well equipped, with two multi-media workshops and a design studio attractive salaries.

Letters of application to the Headmaster St. George's English School, via Cassia Km 16. 00123 Roma, Italy.

(Swiftair recommended) enclosing full C.V., 3 referee details (including phone numbers). Interviews in London, October 22nd/23rd. (32263) 460000

MALAYSIA

LODGE PREPARATORY SCHOOL
Sarawak

Long established English-medium school for 360 children, catering to international community, seeks PRIMARY TEACHER, GENERAL SUBJECTS. 3 year contract from January 1987. Salary in range £5,000 - £10,700 p.a. depending upon qualification and experience. Free return passage. Fuller details will be sent to applicants. Interviews end October.

Please send C.V. and 3 references to: Miss D. Heard, Gabbitas-Thring Services Ltd., 6-8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161. (32136) 460000

GERMANY

THE FRANKFURT INTERNATIONAL SCHOOL E.V.
Has a vacancy for a teacher of High School Physics and General Science, ages 14-18, able to take up the position effective January 1st, 1987.

The initial contract will be for 2 years with a possibility of prolongation.

The Frankfurt International School is a Kindergarten to Grade 12 school (ages 5-18) of 1200 students of 45 different nationalities, serving the International community of Frankfurt/Main. The Faculty are British and American and the curriculum blends American and British traditions. The language of instruction is English.

Applicants should write, including telephone code and number, and enclosing a detailed curriculum vitae and the names and telephone numbers of referees, to: Headmaster, Frankfurt International School E.V., An Der Waldlust 15, 6370 Oberursel 1, Federal Republic of Germany. (33311) 460000

MALAYSIA

'A' LEVEL TEACHERS
MATHS - SCIENCE
Malaysia

A few Maths, Physics and Chemistry posts are available in Malaysian state schools from January 1987 to July 1988. Salaries from M$39,760 to M$32,460 p.a. (£7,831 - £6,543 at M$3.8 to £1), plus family and resettlement allowances. Although the salary is not exciting, the professional situation is stimulating and rewarding, and Malaysia is an interesting and attractive place to live.

Interviews in London between 8-18 October.

ONLY qualified graduate teachers with 5 years' experience including 2 at 'A' level, ring: Judith Brooks, The Centre for British Teachers, 01-242 2982. (32953) 460000

SPAIN

ALOHA COLLEGE
Marbella
Applicants are invited for the following posts to commence as soon as possible or from 1.1.87

PRIMARY TEACHER
Class of 8-10 year olds. Experience in teaching E.F.L. and an interest in Primary Science and Football an advantage.

PHYSICS - COMPUTERS
A fully qualified and experienced teacher to teach A level Physics in a rapidly developing VI Form. Also 'O' level Computer Studies and Physics and possibly some Mathematics and Computer Studies in the Lower Senior School.

SPANISH AND FRENCH
To 'O' and 'A' level. Please mention any other formal and informal subjects you are able to offer. Impeccable Spanish accent essential.

ART AND DESIGN
A fully qualified and experienced teacher of drive and initiative required to pioneer our Sixth Form Foundation Design courses which will include both students for 'A' level Art and non-examination students interested in Interior Design, Fashion and Advertising. Please apply with a brief resume of your ideas.

ENGLISH
A fully qualified and experienced teacher for 'A' level English who could preferably offer either Spanish/French or Art and Design.

Applications with full C.V., interests and ability to teach additional subjects including drama, p.o.a/sae should be sent to the Director, Aloha College, El Angel, Nueva Andalucia, Malaga.

Aloha College is an all age International school of 350 students in purpose built accommodation close to Marbella. (56478) 460000

Short Term Appointments in China

Guizhou University, Guiyang
Two Lecturers in English as a Foreign Language

Team of two Lecturers in EFL required for one semester from mid-February to end June 1987 to teach a language improvement course (including a teaching methodology component) for teachers of English from tertiary level institutions.

Candidates must have a British educational background and be well qualified and experienced in TEFL with some teacher training experience. MA in ELT or Applied Linguistics desirable. Would suit married teaching couple.

Salary: Yuan 300 per month plus sterling subsidy of $200 per week ($1=Yuan 5.4 approx.)

Benefits: free accommodation, airfares, baggage allowance and medical insurance.

Closing date for receipt of applications: 29 October 1986.

Reference: 86/849-50/T

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

The British Council

CAMPION SCHOOL
Athens, Greece

Required for January 1987 for the Junior School, Glyphuda, a Grade 6 class teacher (10–11 yrs.) with responsibility for Boys' Games. Some knowledge of Computer Studies necessary.

This post would be on Scale 2 and carries a two-year contract initially, but this is renewable by mutual agreement.

Applications should include both home and school telephone numbers together with the names, addresses and telephone numbers of two referees and should be sent as soon as possible to: Mrs J. Aspinall, Sweet Briar College, Hoggeston, Winslow, Bucks. MK18 3LQ. Tel: Whitchurch 2356.

ENGLISH LANGUAGE TEACHERS £38,040

Saudi Arabia Support Department

Tax-Free in the first 2 years

British Aerospace can offer immediate opportunities for qualified male English Teachers to join our staff in Saudi Arabia, where they will be engaged in teaching English to students and cadets beginning their training in the Royal Saudi Air Force. These are exceptional opportunities for experienced teachers to earn *£18,631 in their first year, £19,416 in their second year, tax-free.*

Applicants must be UK citizens whose mother tongue is English. The minimum qualifications required are either a degree with Language or Linguistics as a subject or a Teacher Training Certificate (one year post-graduate or 3 years non-graduate) in any subject. If the subject is not a language, then a TEFL qualification is a further requirement. We are also looking for at least 3 years' experience in TEFL.

Successful candidates will work in well-equipped educational facilities as part of our large British expatriate staff in Saudi Arabia. In addition to the ***high tax-free salary,*** they will receive free accommodation, messing, medical care, life assurance and other benefits, including travel-paid UK leave.

Please apply in writing, giving brief details of experience, quoting reference 077/TES to: The Personnel Officer, Saudi Arabia Support Dept., FREEPOST, British Aerospace PLC, Military Aircraft Division, Warton Aerodrome, Preston, Lancs PR4 1LA or telephone Preston 634317.

BRITISH AEROSPACE
...up where we belong

SAUDIA ARABIA INFANT/JUNIOR CLASSROOM TEACHER

Applications are invited for an immediate appointment as a class teacher of English, Maths and Science (US/UK curriculum) to 6–8 year olds in an English medium school in Jeddah.

Candidates must be qualified primary teachers with a minimum of 3/4 years teaching experience and available by the end of October. Two year contract. £12,000 p.a. plus benefits and free accommodation. Interviews will be held in London week of 13th October.

For further details please telephone:

World-Wide Education Service
Strode House
44-50 Osnaburgh Street
London NW1 3NN
TEL: 01-387 9228

THE BRITISH SCHOOL IN THE NETHERLANDS
(HMC, GBA, Independent)

The Senior School (ca. 500 boys and girls, aged 11-18) requires for January, 1987 a well qualified and experienced

TEACHER OF COMPUTING

to take charge of a flourishing department established two years ago in excellent facilities. The School has a level 3 Econet system for BBC computers and knowledge of this system would be an advantage. Courses to C.S.E., 'O' Level (G.C.S.E.) and 'A' Level are taught.

Applicants should write, by 15th October, enclosing a full curriculum vitae, a recent photograph and the names, addresses and telephone numbers of two referees, and giving a contact telephone number, to

The Headmaster, The British School in The Netherlands, Jan van Hoeflann 3, 2252 BG VOORSCHOTEN, The Netherlands. (Telephone: 010-31-1717-7163).

The School has its own salary scale and generous conditions of service.

Short-listed candidates will be invited to visit the school, and it is planned to complete the selection procedure by 24th October. (33272)

Kadiköy Anadolu Lisesi

The premier Turkish state high school in Istanbul requires immediately and for future semesters graduates in English, Maths, General Sciences etc. to teach in its English language education programme.

Accommodation and attractive conditions provided.

Applicants should immediately send a c.v. with a telephone number to Dr C. Ferrard, 74 Dublin Street, Edinburgh EH3 6NP. Interviews will be held in Edinburgh and London at the end of October.

Government of BRUNEI DARUSSALAM

Applications are invited from suitably qualified candidates for the following posts in the Education Department of The Ministry of Education and Health, Negara Brunei Darussalam.

Technical Institutions.

1. EDUCATION OFFICERS
Salary: £8,590–£16,050

English Language
To teach Technical English from craft to technician level to students taking a wide range of courses and to prepare training materials and language laboratory software.
Applicants should be aged between 25 and 50 with an honours Bachelor degree in English Language or an equivalent qualification in a relevant subject from a recognised University. Additionally a recognised Post Graduate Diploma or Certificate in Education and a minimum of 5 years teaching experience is required. A Diploma in English as a Foreign Language or English for special purposes and a qualification in a related subject is desirable.

2. SENIOR TECHNICAL INSTRUCTORS
Salary: £8,590–£14,230

a) Marine Engineering
To develop and run Engineer Officer courses, to teach and supervise trainees receiving shore based and sea going education and training in the newly formed Marine Engineering department.
Applicants should have a Bachelor degree in Marine Engineering or an equivalent qualification in a relevant discipline together with at least 3 years teaching or industrial experience. The possession of a Certificate of Competence as a First Class Engineer (Steam and Motor) or a recognised equivalent professional or teaching qualification would be advantageous.

b) Land Surveying
To teach students taking Land Surveying Technicians courses and to supervise them in practical and fieldwork studies.
Applicants should be qualified to Bachelor degree level in Land Surveying or the equivalent in a relevant discipline and with a minimum of 3 years experience in cadastral surveying and computing in a Technical School. A teaching qualification would be advantageous and Associate Membership of the Royal Institute of Chartered Surveyors or other related professional body would be preferred.

c) Mechanical Engineering
To instruct students on Plant Maintenance and Fitting and Machining courses and to supervise them on industrial attachment.
Applicants should be qualified to Bachelor degree level in Mechanical Engineering or the equivalent in a relevant discipline with a minimum of 3 years teaching or industrial experience preferably in heavy engineering. The possession of a teaching qualification would be advantageous and membership of The Institute of Mechanical Engineers or a relevant professional body desirable.

d) Electrical Engineering
To teach students taking electrical courses at both craft and technician levels. Assisting in the development and running of short courses of basic training and more advanced and specialised short courses covering sub-station and plant maintenance, transmission systems, protective devices etc., and the supervision of students on industrial training.
Applicants should be qualified to Bachelor degree level in Electrical Engineering or the equivalent in a relevant discipline with a minimum of 3 years teaching or industrial experience preferably in electrical generation and heavy electrical plant. The possession of a teaching qualification would be advantageous and Membership of The Institute of Electrical Engineers or other relevant professional body desirable.

e) Radio, Television and Electronics
Your main responsibilities will involve instructing students taking the Television Mechanics courses, assisting in the development and instruction of advanced courses in Colour TV and Video Cassette Recording and the supervision of students on industrial training programmes.
You should be qualified to Bachelor degree level in Electrical/Electronic Engineering with a bias towards Colour TV and/or Video Recording or to an equivalent standard in a relevant discipline. You should also have at least 3 years teaching or industrial experience in Radio, Television or Electronics. Membership of The Institute of Electronic and Radio Engineers or other relevant body desirable and a teaching qualification would be advantageous.

f) Aircraft Engineering
To instruct students attending Aircraft Engineering Courses (Avionics), preparation and production of instructional materials and the supervision of trainees on industrial attachment. Aircraft Engineering is in its infancy in Brunei therefore a pioneering spirit in development work is essential..
Applicants should be qualified to Bachelor degree level in Aeronautical Engineering or the equivalent in a relevant discipline with a minimum of 3 years teaching or industrial experience preferably with fixed and rotary winged aircraft. A recognised Aircraft Engineering Apprenticeship Certificate or a relevant professional qualification is desirable and the possession of a teaching qualification an advantage.

g) Furniture Making
To teach students on theoretical and practical furniture making courses.
Applicants should possess a Full Technological Certificate or Higher Diploma in Furniture Making or Carpentry and Joinery or an equivalent qualification in a similar study together with at least 5 years teaching or industrial experience preferably in the design and manufacture of modern upholstered furniture. The possession of a teaching qualification would be an advantage and a higher qualification in a related field preferable.

h) Vehicle Body Repair
To teach students taking vehicle bodywork/repair and fibre glass courses.
You should be qualified to Bachelor degree level in Automotive Engineering or the equivalent in a relevant field of study together with at least 3 years teaching or industrial experience in vehicle body repair. A Full Technological Certificate, or its equivalent, in Vehicle Body Technology, Welding or Fibre glass or a professional or higher qualification in a related field is desirable and a teaching qualification would be advantageous.

i) Computer Studies
To organise and teach, at technician level, computer studies in the following: Business Studies, Engineering and Computer Courses.
You should be qualified to Bachelor degree level in Computer Studies or to an equivalent level in a relevant discipline together with at least 3 years teaching or industrial experience in a computing environment. The possession of a teaching qualification would be an advantage and a higher qualification in a related field preferable.

j) Telecommunications
To teach students in Electronics and Communications up to Diploma level.
Applicants should be qualified to Bachelor degree level in Electronic Engineering or the equivalent in a relevant discipline and have at least 3 years teaching or industrial experience in telecommunications. The possession of a professional or higher qualification in a related field is preferable and a teaching qualification would be advantageous.

k) Business Studies
To teach students taking Business Studies Courses including Data Processing, Accountancy and Management.
Applicants should possess a Bachelor degree in Business Studies/Administration or Commerce or the equivalent qualification in a relevant discipline together with at least 3 years teaching or industrial experience in business or commerce. A higher qualification in a related field is desirable and a teaching qualification would be an advantage.

Secondary and Primary Schools.

Secondary School:
Preference will be shown to candidates who have had experience in preparing pupils for Ordinary and Advanced Level examinations and who are competent to teach their subject specialisation in English Medium.

a) Mathematics (including Additional Mathematics)
b) English Language
c) Pure Science (Chemistry and Physics)
d) Integrated Science
e) Home Science (including Food and Nutrition)
f) Geography
g) History (including Economics and Public Affairs)
h) Economics
i) Commerce
j) Commercial Studies
k) Principles of Accounts
l) Agriculture Science
m) Metalwork
n) Engineering Science
o) Geometrical and Mechanical Drawing
p) Computer Science

Primary School:
Preference will be given to candidates with experience in general subjects and also English Language, Mathematics and Science.

1. EDUCATION OFFICERS
Salary: £8,590–£16,050

Applicants should be 25-50 with a Bachelor degree in an appropriate study from a recognised University or Institute of Higher Education together with a Diploma or Certificate in Education and a minimum of 5 years teaching experience.

2. TEACHERS
Salary: £4,960–£12,340

Applicants should be 25-50 with a Bachelor degree in an appropriate study from a recognised University or Institute of Higher Education together with a Diploma or Certificate in Education and a minimum of 3 years teaching experience.

Terms of Appointment
The initial contract is for 3 years, renewable subject to mutual agreement.
Salary, depending on qualifications and experience, will be within the range quoted above. In addition there is an annual bonus and a 25% tax free gratuity on the successful completion of contract.
Other benefits include free passages, children's education allowances, generous paid leave, subsidised housing and an interest-free car loan.
Note: The salarird quoted are based on an exchange rate of £1 = B$3.17 as at 23rd September 1986. There is no personal income tax in Brunei Darussalam at present.

For an application form please write to, or contact:

The Brunei Darussalam High Commission,
Recruitment Unit,
49 Cromwell Road,
London SW7 2ED.
Telephone: 01-581 0521 Extension 34.

Closing date for applications – 21st October 1986.

OVERSEAS POSTS
continued

ZAMBIA

NSANSA INTERNATIONAL SCHOOL
Ndola

Infant and Junior Teachers. Required January 1987. Interviews October London.

Write to: The Principal, 23 Hunsdon Road, Swindon, Wilts SN1 3TW or Outside (32444) 460000

TEACH OVERSEAS

JOIN THE INTERNATIONAL EDUCATORS INSTITUTE

and receive its quarterly newspaper featuring overseas, U.S. and international school staff recruitment ads, advice and other significant benefits.

Write to: THE UK Coordinator, 20 Lindfield Road, Ealing, London W5 3DW, England. (12404) 460000

SPAIN

ELS Organisation, Huelva, requires 6 EFL teachers with conversational Spanish.

Immediate start. Good salary, S.S. and fare paid.

Write C.V. URGENTLY with recent photo to: M. Cruchaga (/Amezola 3 y 19. Huelva (Spain). (320994) 460000

LIVERPOOL EDUCATION COMMITTEE

CHIEF INSPECTOR

SOULBURY – B.H.T. 12

£19,437 – £20,706

Applications are invited for the post of Chief Inspector of the Liverpool Education Authority. This is a challenging post which requires a person of substantial experience in the Education service who is capable of leading a strong team of general and specialist advisers covering all sectors of education – Primary, Secondary, Special and Further.

The successful applicant will be responsible for the development of monitoring and inspection procedures and for the formulation and delivery of the Authority's in-Service Training Programme designed to promote curriculum development and the continuing improvement of educational standards.

The Chief Inspector is a member of the senior management team of the Department.

Further particulars and application forms can be obtained from the Director of Education (Personnel Section), 14 Sir Thomas Street, Liverpool, L1 6BJ, to be returned by 17th October 1986.

LIVERPOOL City Council

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (8263)

SUMMER TEACHING JOBS IN AMERICA work on American childrens' camps, mid June to end August; sec ad under 'Holidays and Accommodation'. (34444) 460000

SWEDEN

INTERNATIONAL LANGUAGE SERVICES
TEACHING APPOINTMENTS STARTING JANUARY 1987
ANS is one of Sweden's leading TEFL in Sweden. Posts are of 2 types. Type A involves ESP, Company and Cambridge courses. Applicants must have a minimum of 2 years previous full-time TEFL experience and the full RSA TEFL Diploma or equivalent. Type B involves the teaching of General English to adults, with some work in state schools. Candidates must have qualified teacher status in the UK or a Degree and a UK TEFL qualification.

Applicants for both types of post must be English and aged between 22 and 40.

For further information and application forms, please send a stamped addressed envelope to International ANS Languages Services, 14 Rollestone Street, Salisbury SP1 1ED. (32950) 460000

TEACH ON EXCHANGE ABROAD

An exciting opportunity to work abroad 1987/88.

Modern language teachers: Austria, Belgium, France, FRG, Spain, Switzerland, USSR.

Other teachers/lecturers (min 3 years experience): USA.

Grants are available for participating teachers.

Send A4 S.A.E. to Central Bureau (TX1) Seymour Mews House, Seymour Mews, London W1H 9PE or phone 01-486 5101, Ext. 274. (32308) 460000

SPAIN

INTERNATIONAL COLLEGE
Spain, Madrid
The College is a coeducational International School for 385 boys and girls, day and boarding, in the age range 3-19. Courses are in English and lead to the International Baccalaureate programme. The College has a large campus, fine modern buildings and well equipped facilities.

Applications are invited for January 1987 for the position of HISTORY teacher in charge of courses up to International Baccalaureate. A second teaching subject would be welcome.

Letters of application, with names and addresses of two confidential referees, should be sent to: Mr. S. Brinsley, Director, International College, Spain, Calle Veracruz Norte, 3 La Moraleja, 28109 Madrid, Spain. (32750) 460000

TURKEY

ANKARA SCHOOL OF ENGLISH
is seeking EFL teachers. The most modern school in eastern Turkey. We need young, dynamic, quality English teachers whose native tongue is English.

Perks and salary are negotiable but will be attractive.

Please send full c.v. and recent photo to Akademi Eitim Merkezi, P.K. 33, Dikmen, Ankara, Turkey. (32709) 460000

SPAIN

Benlandz Franklin International School urgently requires a teacher of Physics/Chemistry with Computer Studies.

Please send C.V. enquiries to Dept. BF, European Council of International Schools, 21B Lisson Grove, Hatfield, Herts, AL10 0RG, or telephone (07072) 64411, Ext. 276, quoting reference. Closing date 20th October, 1986. (32577) 460000

Administration Local Education Authority

HAMPSHIRE

EDUCATION COMMITTEE
CAREERS SERVICE
CAREERS ADVISER (SCHOOLS)
Grade 3/6 – £9,391 - £10,164

Due to an expansion of the Careers Service and a number of promotions and internal transfers, we have several vacancies in the South West and South East Divisions of Hampshire which are based on the Southampton and Portsmouth travel to work areas.

Duties will include work with pupils covering the whole ability range up to and including the fifth form and a responsibility for a caseload of disadvantaged clients and a geographical area for community contact.

Starting salary for newly qualified Careers Advisers is £9,391 with progression to £10,391 on successful completion of a probationary year. The County Council pursues a policy of equality of opportunity.

For further details and application form contact Mrs. Rachel Penney, Divisional Administrative Assistant, Divisional Careers Office, 4th Floor, Amottal Towers North, Portland Terrace, Southampton SO9 4XE, enclosing a stamped addressed envelope or Tel: Southampton 35100, Ext. 252 quoting reference: 8972. Closing date: 20th October 1986. (32545) 480000

HAMPSHIRE

EDUCATION COMMITTEE
CAREERS SERVICE
CAREERS ADVISER (HIGHER EDUCATION) SO1 £10,365 - £11,271

Applications are invited for the above post based at the Southampton Institute of Higher Education. Duties will include providing a careers guidance service to students at the college and promoting careers education within the college.

The successful applicant will be a member of the Hampshire Careers Service but based full-time at the college. Applicants should have the Diploma in Careers Guidance or equivalent qualification, have considerable careers service experience and an appreciation of the needs of students in higher education. Preference will be given to candidates who are committed to pursuing a policy of equality of opportunity.

For further details and an application form please write to Careers Administration Department, The Castle, Winchester SO23 8UJ or telephone Winchester (0962) 841841, Ext. 570, quoting reference 1644.

Closing date 20th October, 1986. (32572) 480000

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
TECHNICAL & VOCATIONAL EDUCATIONAL INITIATIVE (TVEI) CURRICULUM ASSISTANT (MALE) – (TECHNOLOGY)
(Required for January 1987)

Applications are invited for the post of Curriculum Assistant with responsibility for promoting Computerised education within the T.V.E.I. scheme. Familiarity with the Microelectronics Education Project to technology in schools is highly desirable. Expertise in other areas, such as Craft, Design and some of the following: computer controlled machinery, the development of industrial links with the South West Lancashire Area, Information technology e.g. C.A.D. and graphics, industrial/commercial applications and employment opportunities, would be of benefit. Some knowledge of post 16 developments an advantage.

Duties will include work with pupils covering the whole ability range up to and including the fifth form and a responsibility for a caseload of disadvantaged clients and a geographical area for community contact.

Starting salary for newly qualified Careers Advisers is £9,391 with progression to £10,391 on successful completion of a probationary year. The County Council pursues a policy of equality of opportunity.

For further details and application form contact Mrs. Rachel Penney, Divisional Administrative Assistant, Divisional Careers Office, 4th Floor, Amottal Towers North, Portland Terrace, Southampton SO9 4XE, enclosing a stamped addressed envelope or Tel: Southampton 35100, Ext. 252 quoting reference: 8972. Closing date: 20th October 1986. (32545) 480000

SEFTON
METROPOLITAN BOROUGH OF SEFTON

Applications from disabled people welcome

Canvassing will disqualify

UNEMPLOYMENT SPECIALIST CAREERS OFFICER

Scale 5 £18,591-£19,164

Required for BOOTLE CAREERS OFFICE
Stanley Road, Bootle

Applicants must be qualified Careers Officers and preference will be given to applicants with a genuine desire to deal with unemployed young people

Application forms and further details are available on receipt of s.a.e. from the Chief Education Officer, Town Hall, Bootle Merseyside L20 7AE, to whom completed forms must be returned by 17th October, 1986. (32658) 480000

WEST SUSSEX

EDUCATION DEPARTMENT
EDUCATION WELFARE OFFICER
WESTBOURNE EDUCATION OFFICE
Salary Scale £6,606 - £8,940 p.a. starting point according to qualifications and experience, with automatic progression to £7,311 per annum if holding Q.S.W. or after one year's service.

Required as soon as possible to deal with the many welfare and social problems of school children and their parents, as far as these affect the children's education. Ability to work on own initiative and get on well with people at all levels essential.

Application form and further details available from Area Education Office, Westbourne Area Education Office, Ambassador House, Crane Street, Chichester PO19 1TP to whom, if possible, previous applicants need not re-apply.

Closing date 17th October 1986. (32470) 480000

Administration General

BRIGHTON

ROYAL PAVILION, ART GALLERY & MUSEUMS

ASSISTANT EDUCATION SERVICES OFFICER £6,900 - £8,040

To assist in the organisation and supervision of the varied educational activities within the Education Service. Under the direction of the Education Officer, responsible for organising lectures, and to participate actively in school, educational programmes, gallery interpretation, the Dome, buildings and museum collections to support the work and the public.

You should have a relevant degree or teaching qualification, experience in museum education and an interest in school, social history or design.

Benefits include: 5 weeks holiday, assistance with removal expenses up to £3,750 and season ticket loan assistance.

Please telephone (0273) 603005 for details and application form to the Personnel Officer, Pavilion Buildings, Brighton BN1 1EE, by 24th October. (32566) 560000

LONDON

KEEPER

DULWICH PICTURE GALLERY

Applications are invited for this post of keeper. The duties of the post will be mainly administrative, but will involve the selection, curatorial care, exhibition organisation and teaching. All candidates should have an appropriate degree and relevant experience in museums. Salary £7,116 - £9,500.

Further details from the Director, Dulwich Picture Gallery, College Road, London SE21 7AD. Tel: 01-693 8254. Closing date 20th October 1986. (32458)

Child Care

LONDON NW9

Teacher/Governess required for two children aged 7 & 8. Must have a good experience. Driving licence preferred. The live-in position is in Hendon NW4. Salary £70pw plus use of car. Please write to (32706)

Educational Psychologists

AUSTRALIA

Educational Psychologists required for Darwin, Australia's Top End. Attractive salary package, generous leave conditions, assistance with removal expenses, subsidised housing available. Opportunity for professional development and change, exploration of Australia's unique environment. Applicants must be eligible for permanent residency in Australia. Applications including curriculum vitae and two referees to the Director of Education, Northern Territory Department of Education, GPO Box 4821, Darwin, NT 5794, Australia. (32673) 560000

DIRECTOR OF EDUCATION & TRAINING

The Association of British Chambers of Commerce wishes to appoint, as soon as possible, an able and energetic person to fill a new key post. The ABCC Director of Education and Training will develop and represent policy, negotiate with the MSC and Government Departments, and manage an information and problem-solving unit on behalf of locally-based industry and commerce represented through the ABCC's 86 Chambers of Commerce and Industry.

A previous career in business in a training or education related role would be a distinct advantage.

The successful applicant is likely to experience a considerable sense of achievement and job satisfaction. He or she will receive a salary of around £17,500 plus car, and other incentives.

Applications with c.v. to: The Director-General, Association of British Chambers of Commerce, Sovereign House, 212a Shaftesbury Avenue, LONDON WC2H 8EW.

(04738)

THE ASSOCIATION FOR SCIENCE EDUCATION

The Association for Science Education is the professional association for science educators and one of its principal activities is the Annual Meeting, which is a four day event attracting approximately 3600 visitors, of whom 1600 are resident. There are substantial exhibitions in addition to lectures, seminars and workshops.

Appointment of Assistant Secretary (Annual Meeting)

The Association wishes to appoint, with effect from the 1st January 1987, an Assistant Secretary to take overall responsibility for the management of its Annual Meeting and to be involved in the educational work of the Association as a member of the Headquarters team.

This is a key post, which has become vacant upon the appointment of the present holder to head the administration of another professional organisation.

Salary: £11,630 - £12,910

In addition, the Assistant Secretary will be provided with a car, which will also be available for private use.

Further details may be obtained from the General Secretary.

Applications (no forms) should be sent *by the 9th October 1986* to The General Secretary, The Association for Science Education, College Lane, HATFIELD, Herts, AL10 9AA. (Tel 07072-67411).

(04735)

EDUCATIONAL PSYCHOLOGISTS
continued

HAMPSTEAD

TAVISTOCK CLINIC
CHILD & FAMILY DEPARTMENT
PRINCIPAL PSYCHOLOGIST

This post offers a particular opportunity for participation in the organisation of the Department's postgraduate training course for educational psychologists. It is therefore important that applicants should have a knowledge and experience of educational psychology. There is a strong team of psychologists in this multidisciplinary Department all of whom participate in training, service and research. There are opportunities to specialise in particular areas of clinical work.

N.N.S.S. conditions apply, salary scale: £13,704 to £18,546 per annum plus £1,133 London Weighting.

Applications including curriculum vitae and two referees to the Administrator, Tavistock/Portman Unit, 120 Belsize Lane, London NW3 5BA. Tel: 01-435 7111. Further information from either Dr. Bernard Barnett or Mrs. Elsie Osborne.

Closing date 17th October, 1986. (33243) 560000

SOMERSET

BRIDGWATER COLLEGE
Bridgwater Tertiary College
(TERTIARY COLLEGE)
LECTURER GRADE 1 in Number, Communication, Social and Adult Handicap to study deals with Moderate Learning Difficulties.

(For further details please see under Further Education Section). (32804) 560000

Examiners

LONDON REGIONAL EXAMINING BOARD

Applications are invited for the following posts:

a) 1987 Joint O-Level/CSE Examinations:

Examiners in Commerce, Accounting and British Government & Politics.

Accessors in British Government & Politics.

b) 1987 CSE Examinations:

Examiners in Commerce, Typewriting, Office Practice with Typewriting, Religious Studies, History, Child Environment and Mode 3 Science (based on 'Science at Work').

Accessors in Child Development, and Mode 3 Science (based on 'science at Work').

Visiting Examiners (resident within a 40 mile radius of central London) in English Oral to visit schools in the Middlesex area between March & May 1987.

Visiting Assessors (resident within a 40 mile radius of central London) in Arts, Design and Craft to visit schools in the London and Middlesex areas in late May 1987 to moderate teachers' assessments.

Application forms and further particulars obtainable from: D.E. Board, M.A. Secretary to the Board, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF (Tel: 01-870 2141) to whom completed forms should be returned no later than 17th October, 1986. (36011) 560000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts:

ASSISTANT EXAMINERS FOR NUTRITION AND COOKER (076)

Theory paper and written preparation for the practical examination at ORDINARY LEVEL for the June, 1987 examinations.

VISITING EXAMINERS FOR DOMESTIC SCIENCE (816)

Practical examination at ADVANCED LEVEL for the June, 1987 examinations. Areas - Greater London and the Home Counties.

Applicants should have a degree or equivalent qualification in a relevant subject and a minimum of four years recent relevant teaching experience.

Further information and application forms may be obtained from The Secretary General (AE), The Associated Examining Board, Stag Hill House, Guildford, Surrey GU2 5XJ to whom completed forms should be returned no later than 31st October, 1986. (32749) 560000

Miscellaneous

A SALES CAREER with Sun Life of Canada offering an interesting and rewarding future, combining security and real opportunity. Full training, unlimited prospects and executive income. Suitable applicants, aged between 24 and 45, can be employed in the area of their choice. Phone 01-936 8400, ext. 267 or write Mr. R.J. Colby, 3/4 Cockspur Street, London SW1Y 5BH. (164191) 560000

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
FLETTON TUITION UNIT
The Project House, High Street, Fletton, Peterborough PE2 8TG
Required for January, 1987 initially for two terms:

A temporary teacher to work with pupils aged 14-16 who can no longer be educated in Comprehensive Schools because of their attitude and behaviour. A firm and sympathetic approach and a variety of skills is sought. Scale 2 post.

Application by letter including curriculum vitae and the names and addresses of two referees to the Acting Teacher in Charge, Mrs. V. Stears-Mogg, the above address by 17th October, 1986. (32459) 560000

LONDON
RSA
Wishes to appoint a
PROJECT OFFICER
To develop a qualification for those working with advanced office technology. This project initially for two terms, from January 1st 1987. Secondment may be negotiated. The salary will be approximately at Senior Lecturer level. The Project Officer will work from the RSA's London office.

For application form, please contact James Richardson, RSA, 8 John Adam Street, London WC2N 6EZ. Tel: 01-839 2139, Ext. 255.

RSA is an Equal Opportunities Employer. (32883) 560000

GREATER LONDON REGION
BRITISH SPORTS ASSOCIATION FOR THE DISABLED
A second full-time Regional Development Officer (salary range £9,981 to £12,452 London and All-Hours Worked Allowance) required for BSAD's Greater London Region; also a new, junior-level appointment: a full-time Regional Co-ordinator (salary range £9,430 to £11,941 + London Weighting) to manage the London Office and co-ordinate the activities of two RDOs and a Clerk Typist.

Applications welcome from able-bodied and disabled persons who are self-motivating, competent administrators with an interest in sport, physical recreation and disabled people.

Details from Dr. Robert Price, BSAD, Hayward House, Barnard Crescent, Aylesbury, Bucks. HP21 9PP. Tel: 0296 27800. Closing date: 20th October 1986. (32760) 560000

LONDON WC1
LONDON CENTRAL Y.M.C.A.
112 Great Russell Street, London WC1B 3NQ
requires
ASSISTANT PHYSICAL EDUCATION DIRECTORS (2)
(Basic Grade)
Two enthusiastic and committed persons with initiative and qualifications in P.E. or related courses are required to complement our Middlesex Education department within a large modern leisure complex.

The persons appointed will have specific responsibilities in their field of expertise and candidates will be able to offer experience in one or more of the following areas: Sports Science, Weight Training, Swimming, Exercise to music, Gymnastics, Dance.

Applications with full C.V. should be sent to Mr. N.V. Picton, Executive Director. (538652) 560000

LONDON
RSA
Wishes to appoint a
PROJECT OFFICER
To develop a qualification for those working with advanced office technology. This project initially for two terms, from January 1st 1987. Secondment may be negotiated. The salary will be approximately at Senior Lecturer level. The Project Officer will work from the RSA's London office.

For application form, please contact James Richardson, RSA, 8 John Adam Street, London WC2N 6EZ. Tel: 01-839 2139, Ext. 255.

RSA is an Equal Opportunities Employer. (32883) 560000

Senior Educational Psychologist

£17,511–£18,999

Applications are invited from qualified and experienced Educational Psychologists for this newly established post in a lively and expanding service.

The successful candidate will be expected to co-ordinate and support the work of an area team of Educational Psychologists based in a multi-disciplinary Child Guidance Centre. In addition to working with a small number of main stream schools and a special school or unit, the postholder will be given time to develop links with the Social Services Department. This specialised role will also involve co-ordinating the work psychologists are undertaking with Social Services referrals, in particular with non-attenders and with children in day or residential care. New initiatives and project work will be welcomed.

Informal enquiries to Mrs Eva Holmes, Principal Educational Psychologist, 01-360 6771. Further details and application forms are available from the Establishment Section, Education Department, P.O. Box 56, Civic Centre, Silver Street, Enfield, Middx. telephone 01-366 6366. Closing date 17th October, 1986. Ref: OGD/854/229. (8218)

London Borough of Enfield

An Equal Opportunity Employer

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Board invites applications for the following appointment:

Moderator

GEOGRAPHY, ORDINARY LEVEL WITH IMMEDIATE EFFECT

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential.

For application forms and further details write to The Secretary, University of London School Examinations Board, Steward House (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self addressed foolscap envelope.

Completed application forms should be returned by 30th October 1986.

(8217)

Training Organiser

WEST MIDLANDS CHILD CARE TRAINING CONSORTIUM

The National Children's Home (NCH) and the Social Services Departments of Birmingham, Sandwell, Walsall, Solihull, Warwickshire and Wolverhampton, have formed a Consortium to promote specialised training on Child Care issues.

The Consortium is seeking to appoint a Training Organiser who will have the necessary experience to organise and manage this innovative Project of inter-agency co-operation, as well as a comprehensive knowledge of Child Care including multi racial Child Care. An integral part of the work will be the recognition of the needs of black communities and other disadvantaged groups and to deliver a training service accordingly. Applicants, therefore, will demonstrate a clear and critical awareness of the race, gender and disability in relation to Social work practice.

The Training Organiser will be employed by NCH on behalf of the Consortium and based at the NCH Regional Office, Sutton Coldfield.

The appointment will be initially for two years.

NCH is a Christian based organisation, but the Consortium welcomes applicants irrespective of sex, race, religion and disability.

Salary: P.O. Pts. 33-36.

For further details and application form, please write to – David Newstead, Assistant Regional Director, Personnel and Training, Princess Alice Drive, Chester Road North, Sutton Coldfield, West Midlands B73 6RD.

Closing date two weeks from appearance of advert. (04744)

CENTRAL REGIONAL COUNCIL
An Equal Opportunities Employer
EDUCATION DEPARTMENT
Child Guidance Service

Senior Educational Psychologist

Based initially in the Alloa Child Guidance Service
Senior Educational Psychologist
Scale £16,980 - £18,087

Travelling allowance facilities available.

Applications are invited from suitably qualified teachers registered with The General Teaching Council for Scotland and should hold a post-graduate qualification in educational psychology and/or should have several years experience in a Child Guidance Service.

As well as providing general psychological services, the successful applicant will be expected to specialise in work with pupils with learning difficulties and experience of this will be an advantage.

Further details are available from the Principal Psychologist (Tel Stirling 70089).

Application forms and job descriptions are available from the Director of Education, Room 206, Viewforth, Stirling to whom they should be returned not later than Monday, 20th October, 1986. (04734)

Considering a change of career?

A HIGH INCOME: You will earn over £12,000 in your first year with us if you meet the basic targets. Our better consultants earn over £18,000 p.a.

SECURITY: Working for a £4 billion financial services group, you will be on a regulated earnings scheme of £7,000 (negotiable) and based in LONDON.

If you are aged 22-35, positive, hard working and well spoken, ring:

01-828-2462

BMB
BOLTON METROPOLITAN BOROUGH

ASSISTANT DIRECTOR
(FE/COMMUNITY SERVICES DIVISION)

£19,212/£21,132

Applications are invited for this third tier post, following the appointment of the previous holder to a Chief Officer post with another authority. The post involves responsibility for the Authority's FE/HE provision, comprising two large institutions (Bolton Metropolitan College, Bolton Institute of Higher Education) and including adult and community education, the Youth and Careers Services, student awards and the Authority's YTS Managing Agency. Applicants must be graduates with appropriate administrative and teaching experience, a thorough knowledge of FHE and the ability to lead and motivate staff in promoting new developments across the FE sector.

Application forms and further details are available from the Personnel Officer, Personnel Services, Town Hall, Bolton BL1 1RU (Tel: Bolton 391832) to whom same should be returned by 17th October. Registered Disabled Persons are invited to apply. Trade Union Membership is a condition of service.

An Equal Opportunity Employer (8229)

HUMBERSIDE COUNTY COUNCIL
Education Department

GENERAL ADVISER (ART)

Soulbury Group (0–4) £19,260–£20,766

Based at Grimsby.

Applications for the above post are invited from candidates with a record of sound and imaginative teaching in the visual arts and senior managerial experience in education (primary, secondary or post compulsory).

To obtain application forms and further details please write enclosing a stamped addressed envelope to the Director of Education, Staffing Section, County Hall, Beverley, North Humberside HU17 9BA.

Closing date for receipt of application forms: 17th October 1986.

Humberside County Council is an Equal Opportunity Employer. (8207)

FIFE REGIONAL COUNCIL

EDUCATION COMMITTEE
DEPARTMENT OF FURTHER EDUCATION

REGIONAL CO-ORDINATOR SPECIAL NEEDS

Applications are invited from suitably qualified persons for the above post. The successful applicant will be responsible to the Director of Education for the co-ordination and development of special needs provision within the Region's four further education colleges.

The Region operates a comprehensive service of support for people with special needs and the Co-ordinator will be expected to contribute to this service and to build upon work already done in other educational establishments. The successful applicant will require to liaise closely with other organisations interested in or involved in this area of work.

Salary Scale – Senior Lecturer II – £11,676/£13,710

Further details and application forms may be obtained from the Director of Education, Regional Headquarters, Fife House, North Street, Glenrothes, Fife, KY7 5LT, to whom completed forms should be returned by Friday, 17th October, 1986.

EDUCATION DEPARTMENT

ASSISTANT DIRECTOR OF EDUCATION

Viewforth, Stirling
£16,203 – £17,379
(National Salary Award Pending)

Applications for the above post are invited from suitably qualified candidates possessing wide experience at a senior level in the Education Service.

Application form and job description available from the Director of Education, Central Regional Council, Viewforth, Stirling, to whom completed forms should be returned no later than 24th October, 1986.

Central Regional Council

An Equal Opportunities Employer

SENIOR EDUCATION OFFICER

There is an immediate vacancy for a qualified and experienced person to take charge of the Park's education unit.

Duties will include the preparation of teaching packs, pupils' education packs, organisation and delivery of lectures, display of museum material, some live animals etc. Plans to reorganise the unit are presently being made.

Salary Burnham scale three.

Apply with full personal and career details to General Manager, Windsor Safari Park, Winkfield Road, Windsor, Berkshire SL4 4AY.

WINDSOR SAFARI PARK

TRAINING OFFICERS

In the design and manufacture of interactive computer graphics systems Intergraph leads the world.

Our continued success and rapid expansion has created an urgent need for Training Instructors to help our customers get the best from our 'state of the art' graphics systems.

Working in our superb new office complex overlooking the Wiltshire countryside on the outskirts of Swindon you will be joining a busy and highly professional training team. You will be running formal courses covering the extensive application of Intergraph systems. If you have the experience you will also be involved in course design and acting as a consultant for customers with special training needs.

You will be a high calibre communicator who is able to translate equipment capability into user reality both quickly and effectively. For this you will need first class teaching skills allied to a solid technical background in either computer science or engineering design.

In return we offer the highly attractive salary and excellent benefits package that you would expect from a world leader.

To apply just write or telephone Alan Boyd, Educational Services Manager, Intergraph (Great Britain) Ltd., Delta Business Park, Great Western Way, Swindon, SN5 7XP. Tel. (0793) 619999.

INTERGRAPH

Eastern Arts Association/Luton Borough Council

require a

MIME AND THEATRE SKILLS ANIMATEUR

to be based in Luton from January 1987.
Salary on a scale £7,713 – £8,154
(under review).

Write for further information and application form to: The Personnel and Management Services Officer, Personnel Dept, Luton Borough Council, Town Hall, Luton LU1 2BQ

Closing date for receipt of applications is 30th October 1986.

(8231)

PARISH OF OUR LADY & ST JOSEPH, HANWELL, LONDON W7

Full-Time R.E. Co-Ordinator

Required for January 1987, or as soon as possible thereafter, a suitably qualified and experienced person to join a team of three priests in an active and thriving parish.

The person appointed would be expected to continue and support the wide and varied catechetical work already in existence, and to have the ability and vision to work with other members of the team and develop parish catechetics to meet the religious education needs of various groups.

Application forms and further details from: Father John Woods, Our Lady and St Joseph's, 52, Uxbridge Road, Hanwell, London W7 3SU.

Closing date Friday 17th October.

(IC2624)

TECHNICAL SERVICES DEPARTMENT

ASSISTANT ROAD SAFETY OFFICER

Up to £8,172

The Road Safety Section based at the Council House, Solihull is responsible for the promotion of safety related attitudes through traffic education, skills training and publicity.
The successful applicant will join a team and cover all aspects of road safety activities but with a particular emphasis on the graphical development of materials and visual aids for promotions, exhibitions and displays.
A teaching or instructional qualification would be an advantage but not essential. Candidates will preferably have completed a course in graphic art or another appropriate subject. A clean driving licence and the use of a vehicle is required for which an essential car user allowance will be paid.
Informal enquiries to the Senior Road Safety Officer, Mrs. L. J. Stables, telephone: 021-705 6789 ext. 425.
Application form and job description available from Town Clerk, Metropolitan Borough of Solihull, P.O. Box 15, Council House, Solihull, West Midlands B91 3QS. Tel: 021-705 6789 Ext. 526 or 021-705 6872 (evenings and weekends) 24-hour answerphone, quoting Ref. No. L600/TES/B.
Forms to be returned by 17th October 1986.

THE TIMES EDUCATIONAL SUPPLEMENT

Requires an

ADVERTISEMENT SALES EXECUTIVE

Ideally the successful applicant will be aged between 25 to 35, an enthusiastic self-motivator preferably with proven sales experience although this need not be in the field of media advertising. A high standard of education is also required. As the position entails meeting people at senior level a professionalism in communicative skills is essential.

Salary will be commensurate with age and experience and a company car will be provided.

Please write at the earliest opportunity to:
John Ladbrook
Advertisement Manager
The Times Educational Supplement
Priory House, St John's Lane
London EC1M 4BX

MISCELLANEOUS

continued

SUMMER TEACHING JOBS IN AMERICA! work on American childrens' camps, mid June to end August, age and under. Holidays and Accommodation*. (554401 660000

TUTORS REQUIRED for evenings and weekend training courses on Amstrad 1512 P.C. Experience necessary in one of the following: MSDOS, GEM, WordStar, spreadsheet or database. Up to £60 per evening. Victoria based. Course preparation work also available. Write to Miss Penny Garnons Williams, WP Courses, Wilton Row House, Willow Place, London SW1P 1JH. (33249) 660000

Peripatetic Posts

HARROW
EDUCATION COMMITTEE

LONDON BOROUGH OF HARROW
Education Office, P.O. Box 22, Civic Centre, Harrow, Middlesex. Tel: 01-863 5686 ext. 2312

Required for January 1987, a full-time Peripatetic Instrumental Teacher (Scale One) of Brass (Horn Specialist).

Applications are invited from practising and newly qualified teachers. The Borough's instrumental team is committed to group tuition and is currently establishing links with classical music lessons. Regular meetings and inservice training provide on going professional development and opportunities for performance in schools during the working day. A casual rate car mileage allowance is payable.

Application forms from and to be returned to the above address by 15.10.86.

Please enclose stamped addressed envelope.

Outer London Allowance Payable.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (33182) 670000

SKI LES DEUX ALPES with High Venture. Days skiing, evenings fun. Ages 20 to 30. Coach travel, accommodation, insurance, all for 7 days/6 nights £199. Colour brochure: Cumbria Ski Club, 01-870 8474 (24 hrs. ans. ser.). (97656)

SUMMER TEACHING JOBS IN AMERICA! work on American childrens' camps, mid June to end August, age and under. Holidays and Accommodation*. (554401 660000

T.V.B.I. COURSES. Basic tutored correspondence courses. Residential option with class, not only developing skills and students' confidence, size learning to [illegible] TIAL LEARNING, [illegible] Centre, Alnwick, Northumberland NE66 2PS. (33188) 680000

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SKERN LODGE OUTDOOR CENTRE

The professionals in Outdoor Education. Single or Multi-Activity and/or Field Study Courses for groups or individuals. For the best in inclusive management, facilities and value ring Martin or Andy on Bideford (0237) 73092 or write to Skern Lodge, Appledore, Bideford, Devon EX39 1NG.

See our advertisement on Page 26. (127252) 680000

DYFED

Instructors required for 1987 season. We need drivers with RYA/BCU white water qualifications; climbing experience an advantage. Interesting work in good area which starts from Easter.

Apply with c.v. to: Andy Middleton, Twr-y-felin Outdoor Centre, St. Davids, Pembrokeshire. Dyfed. (0437 720311). (33608) 680000

INVERNESS-SHIRE
SKI SCOTLAND 1987

Unbeatable value winter sports package holidays for school parties - 5 nights per £79 + VAT. Teachers free. Inc. ski hire, tuition, lift pass, half board.

Details from Highland Value Hotels Ltd., Aviemore Hotel, Kingussie, Inverness-shire. Tel (0540) 661661. (96160) 680000

NORTH YORKSHIRE

GRAHAM SCHOOL
Woodlands Drive,
Scarborough YO12 6QW

Tel (0723) 366451/2

TEACHER OF NAUTICAL STUDIES

11-16 mixed comprehensive School with over 1000 pupils on roll

Scale 3, required for January 1987.

The school enjoys excellent facilities and is situated on the western outskirts of Scarborough, close to the North Yorkshire Moors National Park.

An enthusiastic and committed teacher is sought who can teach Nautical Studies and be involved in the development of Outdoor Education as well as undertake another teaching subject required.

Application forms and further details from Mr. M. Bowers, Headmaster (R.S.V.P. Closing date 17.10.86

HUMBERSIDE
CENTRE FOR OUTDOOR EDUCATION
Grange-Over-Sands, Cumbria

Required for January 1987 a Group Teacher at the above-named centre. Candidates should have a great regard for the education value of residential experience in outdoor education.

Salary: Burnham Scale 2.

Application forms are available upon receipt of a s.a.e. to be returned by 17.10.86 from the County Education Officer, Room 508, County Hall, Northallerton, North Yorkshire DL7 8AE. (97853) 680000

Outdoor Education

ACTIVITY INSTRUCTORS
urgently required for our Dorset centre. If you have RYA, (Dinghy or Boardsailing), BCU, BWSF or similar and are available for September, plus immediately, ring Stoddart 0929 471 205/8426 (32487) 680000

ARGYLL
CARNOCH OUTDOOR CENTRE

Required for January 1987 a HEAD OF ENVIRONMENTAL STUDIES. Degree in Geography, Biology or Environmental Science essential. Christian commitment required.

Send c.v. for details from: The Warden, Carnoch Outdoor Centre, Glencoe, Argyll PA39 4HR. (33188) 680000

DEVON
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The professionals in Outdoor Education. Single or Multi-Activity and/or Field Study Courses for groups or individuals. For the best in inclusive management, facilities and value ring Martin or Andy on Bideford (0237) 73092 or write to Skern Lodge, Appledore, Bideford, Devon EX39 1NG.

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Unbeatable value winter sports package holidays for school parties - 5 nights per £79 + VAT. Teachers free. Inc. ski hire, tuition, lift pass, half board.

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WALES

OUTWARD BOUND

LIVERPOOL PROJECT DIRECTOR

Following the success of our Inner City Project in Birmingham's Sparkbrook East, Outward Bound Trust has been supported by Shell UK to open an Inner City Project in Liverpool.

The main thrust of the Project is to develop a group of young people who with the support and help of the Project Team will organise their own youth projects in Liverpool. An Outward Bound course together with intensive outdoor Activities will be part of the young people's experiences as they prepare themselves to live more fulfilling lives in the city.

The Project Director will be based in Liverpool and will work in close liaison with Outward Bound's Merseyside Management Committee and the Merseyside Outward Bound Association.

Self motivation, initiative and with good personal organisation and experience of Youth Development and preferably the Outdoors is essential for further details and application form please write to Mike Hayward, Outward Bound Trust, Aigburth Hall, Aigburth Road, Liverpool L19 9AT. Tel: 051-427 1524.

Closing date for applications is 17th October 1986. Interviews will be held on 27th October 1986. (32943)

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

English as a Foreign Language

BIRMINGHAM
BIRMINGHAM AREA
Within 40 miles of Birmingham

Suitable person with a recognised qualification required to join a team of locally based teachers of English as a foreign language. Applicants should be prepared to teach French and German as well as English. Excellent working conditions. Car essential.

Please reply giving brief details, including full name, date of birth, address and telephone number to: Miss Hilary Street, Manager, Bell Language School, Cambridge CB2 1LA. (115588)

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

International Language School in Torbay, excellent premises, wishes to appoint, due rapid expansion over past years and plans developments for coming years,

Director of Studies

to be directly responsible for all aspects of language courses and for the maintenance highest standards.

We are also seeking to appoint, from February 1987,

2 TEFL Teachers

who will be expected to play an important in curriculum development, planning of courses, etc.

Please reply s.a.e. with detailed C.V. and of referees, copies of relevant qualifications etc. to: Box No. TES 00611, Priory House, St John's Lane, EC1M 4BX.

THE TIMES EDUCATIONAL SUPPLEMENT 3.10.86 93

ENGLISH AS A FOREIGN LANGUAGE

continued

BOURNEMOUTH
RSA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preparatory Certificate in Teaching English as a Foreign Language. For details write to ITTC, 674 Wimborne Road, Bournemouth or Tel: (0202) 525527. (93528) 700000

EAST SUSSEX

EMBASSY STUDY TOURS LTD Marketing/Operations Assistant required to help at Senior Level to sell and set up/manage programme of EFL courses, study tours etc. Work is hard (including unsocial hours) and interesting E.G. includes overseas selling. Good career prospects: to manage markets and products. Minimum one language plus knowledge of field essential.

Also Teacher/Activities Organiser. Vacancy at our permanent E.F.L. School.

Full c.v. to E.S.T., 16 Norman Road, St. Leonards/Hastings, East Sussex TN37 6NH. (33208) 700000

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E.F.L. Teachers required. Private work, mainly children. Most evenings. London area esp. N.W., S.W. and Surrey. Tel: 546 1567 anytime. (96732) 700000

English as a Second Language

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BEACONSFIELD/CHILTERN AREA
COUNCIL OFFICES
Xing Georges V Road,
Amersham HP6 5BY

Required from January 1987 or earlier, full or part-time teacher of English as a Second Language to support bilingual pupils in primary schools in the Chesham area. Temporary post available until the end of the year. Scale 1/Scale 2 available according to experience and qualifications.

Application forms and further details available from the Education Officer, Council Offices, Xing George V Road, Amersham HP6 5BY. (033551) 710000

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An Equal Opportunity Employer

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Loughborough, Leics. LE11 0BQ

(14-18 Upper)

N.O.R.: 1402

ENGLISH AS A SECOND LANGUAGE
SCALE: 1

Required January 1987 qualified teacher of English as a second language to work with individuals and small groups. Experience to teaching 'A' Level English would be an advantage.

Please contact the Headteacher for further details and application forms (S.A.E.). (32625) 710000

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COUNTY COUNCIL
PERIPATETIC E.S.L. SUPPORT TEACHERS
(3 full-time posts)

Applications are invited from suitably qualified candidates to work with the English as a Second Language team in Oxfordshire. Personal experience of Cantonese or having worked with ethnic minority children will be a strong recommendation.

There will be one appointment at Fixed Middle level and one at Middle/Upper level.

The post is funded by Section 11 to be renewed in August 1988. Burnham Scale 2.

Further information and application forms are available from the Advisory Centre for Multi-Cultural Education, Union Street, Oxford OX1 1JD on receipt of a stamped addressed envelope. Closing date for applications is 24th October 1986.

An Equal Opportunity Employer. (33589) 710000

Appointments Wanted

FRENCHMAN seeks teaching work. Experience, references available. Frederick Bothy, 19 Bd. Victor Hugo, Nevers, 58000, France (Tel: 86-590951). (32286) 720000

For full details send large SAE to: TEFL Dept., Linguarama Ltd., 16 Waterloo Street, Birmingham B2 5UG. (14366) 760000

MULTILINGUA T.E.F.L. COURSES One-week intensive courses, to give a thorough introduction to the practical techniques of teaching English as a Foreign/Second Language. For details contact: Multilingua, 2 Hall Ings, Bradford BD1 1QU W. Yorks. Tel: (0274) 735714. (17435) 760000

Educational Courses

LEARN TO TEACH ENGLISH (EFL)

One week Introductory Courses

AT KENT UNIVERSITY/ CANTERBURY

The Course Objective:

To give you a practical and thorough introduction to Teaching English as a Foreign Language in one week.

Regular courses until end September. Fees from £99 + vat.

Terry Edwards, Pilgrims Teacher Training Courses, 8 Vernon Place, Canterbury, Kent CT1 3YQ. Tel: 0227-455486. (16783) 760000

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Outdoor pursuit courses for children ages 11-18. Climbing, canoeing, caving, sailing, camping. Expert qualified instruction. Tailor-made courses to suit specific requirements for field trips, Duke of Edinburgh Awards, etc. Also instructor training courses.

Details: John Earle, The Warden, Dartmoor Expedition Centre, Widecombe, Devon. (03642) 249. (96671) 760000

HULL
UNIVERSITY OF HULL
INSTITUTE OF EDUCATION
DEGREE COURSES IN EDUCATION

Applications are invited from qualified teachers for the following Hull-based one-year full-time courses beginning in October 1987:

BA(Ed): (1) SECONDARY. Candidates take Curriculum Studies and Organisation and Administration and Management of Education plus two units of study selected from a wide range of options.

(2) PRIMARY. Candidates take The Child in the Primary School; Management of Education (Primary) and Curriculum Studies plus one unit from a range of options.

The examination consists of four papers and assessed course work.

M.A.: Candidates choose one of three programmes: Development of Educational Thought and Practice, History and Comparative Education; Communication, Learning; Education and Society; Curriculum Studies; Personal, Social and Moral Education; Educational Management; Mathematical Education; Classroom and Curriculum Science Education; Religious and Moral Education; Computers in Education; Physical Education; Technology and Media in Education. Multicultural Education.

Each programme consists of four units of study. The examination consists of four papers plus a 20,000 word dissertation.

M.Ed.: (1) Candidates choose one of these fields of study: Moral Education; Organisation and Management of Education; Educational History and Sources; Philosophy and Education; Curriculum Development in a Teaching Subject; Victorian Church and Education; Pupil Behaviour; International and Comparative Education; Curriculum Studies; Physical Education; Computers in School; Applications of Media and Technology.

The examination consists of three papers (or two papers and a long essay) plus a 50,000 word dissertation.

(2) A Candidate may offer a thesis on an approved subject selected by the candidate. An explanation would normally include an oral examination.

(These courses will also be available as two-year part-time courses for teachers living in the Hull Area).

Further particulars and application forms from the Secretary, Institute of Education, University of Hull, 113 Cottingham Road, Hull HU6 7RX. Tel: (0482) 465031 (24 hours) 750000 (32456)

LINGUARAMA

T.E.F.L. COURSES

Linguarama with over twenty-five schools world-wide, offers one-week Intensive Courses in Teaching English as a Foreign Language in London, Birmingham, Manchester and Canterbury. Ideal introductory courses for those wishing to enter the profession in the U.K. or abroad.

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ORGAN SCHOLARSHIP

Applications are invited from prospective undergraduates for this Scholarship valued at £600 per annum (together with free organ lessons) tenable from October 1987. The Scholarship is not restricted to those reading Music. The Organ Scholar will be responsible for all music in the Chapel, including the Chapel Choir which sings Choral Evensong regularly in the Chapel, and periodically in the Minster of Beverley, Lincoln and York, and for the organ music on official occasions. He/she will also be attached to Beverley Minster as assistant to the Minster organist, taking choir practices and playing for services as appropriate. (Travelling expenses will be defrayed by the Minster). There will be opportunities for practice on the Minster organ.

Applications should be made in writing to the Registrar, The University of Hull, Cottingham Road, Hull HU6 7RX from whom further details may be obtained not later than 13th November, 1986. (32485) 780000

Open Afternoons 1986–87

14th October 1986 (Tuesday)
24th November 1986 (Monday)
12th March 1987 (Thursday)
29th April 1987 (Wednesday)
25th June 1987 (Thursday)

On these afternoons prospective students, parents, teachers and careers advisers are welcome to visit the Institute.

We would urge prospective students not to miss this opportunity

to meet staff and students in an informal atmosphere

to see some of the learning facilities and equipment used in the courses in which you are interested

to look over our two pleasant campuses and visit a study bedroom and other student facilities

(Inter-site transport will be available)

to get to know us

Telephone 01-891 0121 (24 hrs) for further details or write to Senior Admissions Offices (OA), West London Institute of Higher Education, 300 St. Margarets Road, Twickenham TW1 1PT.

(8232)

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University of Oxford Department of Educational Studies

The Department offers three types of advanced qualifications:

1. **RESEARCH DEGREES:** M.Litt and D.Phil. with possibilities of studentships.
2. **M.Sc. IN EDUCATIONAL STUDIES:** A one-year course in EITHER The Governance of Education (administration, organisation and planning), OR Curriculum Studies in either Science (including Science or Mathematics or Geography) or English or Modern Languages.

Applicants should hold a good honours degree or its equivalent.

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   (i) Department based membership where throughout the year they would be based within the Department of Educational Studies,
   (ii) School based membership where one full term would be based within the Department (Autumn or Spring Term) coupled with two terms of school based study where attendance at the Department would be required on one day per week.

Applications will also be considered from teachers wishing to spend a year working in Oxford on a stated project, but who do not intend to seek a formal university qualification, or to submit a dissertation.

A flexible programme of study would be based within one of the following areas of specialisation. Assessment; English; Geography; Information Technology; Management in Education; Mathematics; Modern Languages; Moral, Religious, Pastoral and Multicultural Education; Science and Technology; Special Needs; Teacher Education (pre-service and in-service).

Further details and application forms are available from The Administrator, Department of Education Studies, 15 Norham Gardens, Oxford. OX2 6PY. (8270)

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These courses may be taken one year full-time or three years part-time.

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The course consists of three components of equal weight and specifically designed for music teachers who have already some knowledge of the content.

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(8212)

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10th – 12th November 1986

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Further details from above address or phone 0491-37551.

(8213)

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ALTERNATIVES TO TEACHING. Central London, Saturday 18th October. Speakers, Advice, Individual Counselling. Symco limited, admission by ticket, details from 10 Capstan Drive, Littlehampton, Sussex (0903) 725270. (97641) 800000

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CASH GRANTS The Swifts Sports Trust was founded to assist Schoolboys' and Schoolgirls' representative (more than one school) teams touring abroad. Applications for contributions to the Chairman, Admiralty Cottage, Harbour Street, Broadstairs, Kent CT10 1EU. (33377) 800000

EMPLOYMENT AND BUSINESS alternatives for teachers. Part-time, full-time. From teaching into Business; 'Careers in TV'; 'Careers in Writing & Publishing'. £1.95 each, all three £5. Dept. A, Hamilton House Publishing, Brixworth, Northampton. Access phone 0604 881859. (156851) 800000

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Childrens' summer camps in America are seeking bright, enthusiastic young people aged 18½-35 to live with and teach sport, craft, drama, music etc. to children, from mid June thru mid/end August. Return flight, visa, food & accommodation plus $300-$350 pocket money arranged for those with relevant experience in working with children. For further details of this great opportunity to work and travel in the USA, contact: Tim Edwards, Bunacamp, 232 Vauxhall Bridge Road, London SW1V 1AU. Tel: 01 630 0344.

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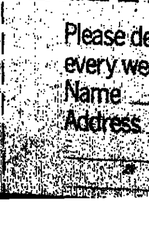

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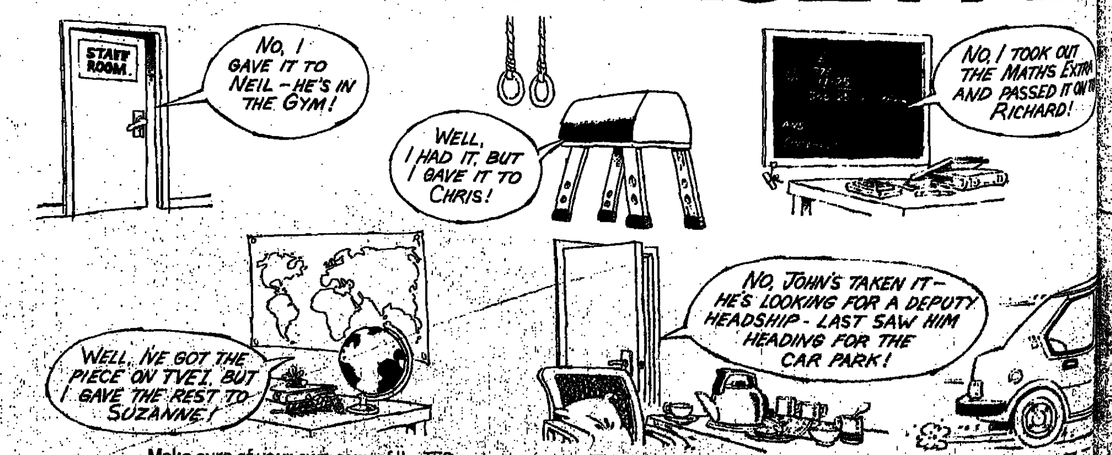

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